

EXPRESSED PROGRAM NEEDS AND INTERESTS
OF EXTENSION HOMEMAKERS IN
CANADIAN COUNTY

By

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CHAPTER I

INTRODUCTION

Throughout the twentieth century, the size of the older population has increased steadily and dramatically from 4.1 percent of the general population in 1900 to 11.3 percent of the general population in 1980, or one in every nine Americans. It is estimated that by the year 2000, persons sixty-five and older will comprise about 32 percent of the population (White House Conference on Aging, 1981a). The United States will have an aging society - a society in which the ratio of young to old continues to shift to the old, and where a large proportion of the population is old.

Census data from 1980 showed the population for Oklahoma to be 3,025,290. Approximately 12.4 percent of Oklahoma's total population was sixty-five years of age. As a state, Oklahoma ranked twelfth in the elderly population and had almost a half million senior citizens (Department of Economic and Community Affairs, 1981).

The 1980 Census also showed that Canadian County had a total population of 56,452 consisting of 20,683 households. Data showed that Canadian County had 13,589 adults aged 45 and above which is approximately 25 percent of the total population (Department of Economic and Community Affairs, 1981).

This "graying" of the population has brought about concern for helping the older person develop a better understanding of the problems

to overcome and tasks to be accomplished at this period of life. Butler (1978) indicated that the quality of the increased life span is important to all persons. He continued by writing:

. . . the poverty, dependency, low social status, and age prejudice that victimize and afflict many elderly today indicate what life would be like if more and more people lived longer and society did not make necessary adjustments (p. 8).

As society becomes more complex, higher levels of education are deemed necessary. Havighurst (1972) stated that an individual is capable of learning throughout the life cycle. In fact the ability to learn is approximately the same at the age of 80 years as it is at 12 years according to Kaluger and Kaluger (1974). They continued by stating that learning may be slower but it can be accomplished. In fact Hendricks and Hendricks (1981) stated that future generations of older citizens will be better educated. The number of elderly who graduated from high school rose from one in ten to four in every ten between 1940 and 1980. Over the next decade the proportion of older citizens who are high school graduates should reach approximately 50 percent. However, many individuals are not being educated or prepared for old age according to Kaluger and Kaluger (1974). There are many problems which confront the older person which include reduced income, retirement living, coping with leisure time and physical changes, adjusting to death, and adapting a satisfying lifestyle.

Duvall (1971) noted that aging individuals and families need to have adequate guidelines and strategies for coping with increased years. The Committee on Education (White House Conference on Aging, 1981b) urged educational organizations, both formal and informal to give high priority to developing programs which help meet the needs and interests

of the older person and to involve them in the planning process. According to the research above, there is a definite need for planning and developing educational programs related to the problem areas of the older person which will assist him/her in meeting the challenges ahead.

Purpose and Objectives

The purpose of this study was to determine the perceived educational needs and interests of middle-aged and older homemakers by assessing needs of a sample of extension homemakers in Canadian County, Oklahoma. Information was also obtained concerning the preference of programming methods through which they would prefer to receive this educational information. These needs and interests were looked at with extension home economics programs in mind. The specific objectives of this study were:

1. To determine the programmatic needs and interests of middle-aged and older homemakers in Canadian County.
2. To determine the association between the respondents expressed program needs and the following:
 - a. Educational level of respondent
 - b. Marital status of respondent
 - c. Income level of respondent
 - d. Employment status of respondent
 - e. Number of members in the family of respondent
 - f. Place of residence of respondent
3. To determine method preference for delivery of program information.
4. To make recommendations for further research and procedures for improving programming for older families.

Hypotheses

The following hypotheses were postulated for the study:

1. There will be no significant differences in the programmatic needs and interests expressed by middle-aged and older extension homemakers.
2. There will be no association between the expressed program needs of the older extension homemaker and the following:
 - a. Educational level of respondent
 - b. Marital status of respondent
 - c. Income level of respondent
 - d. Employment status of respondent
 - e. Number of members in the family of respondent
 - f. Place of residence of respondent

Assumptions

The following assumptions were made for the study:

1. The extension homemaker program of the Cooperative Extension Service is educational in nature and is designed to assist individuals and families in solving their everyday problems in home, family, and community living (Wampler, 1963).
2. A large potential of clientele come from older families and the Extension Service has an interest in developing programs and methods to reach this clientele.
3. Through use of a questionnaire, it is possible to assess the programmatic needs and interests as well as preferred program delivery methods of the sample.

Limitations

The following limitations are a premise of the study:

1. This study will be limited to extension homemakers in Canadian County, Oklahoma.
2. Information and data obtained will be representative of homemakers in one county and one area of Oklahoma, but will not necessarily be applicable to all other sections of the state.
3. The study will be limited to determining program needs and interests of older homemakers in the area of home economics.
4. The study will have the usual limitations ascribed to the use of a questionnaire survey for data collection. Compton and Hall (1972, p. 143) stated that limitations on surveys are "dependent on the cooperation of the respondents. If the procedure seems tedious or unimportant, the responses given may be careless and/or insincere."

Definition of Terms

Definitions which are related to this study have been devised from the educational literature reviewed and other related studies. The following terms are defined for use in this study:

Cooperative Extension Service - Cooperative Extension Service refers to the phase of the land grant institutions doing off-campus informal educational programs in agriculture, home economics, youth development, and related areas (Wampler, 1963).

Extension Homemakers or Homemakers - Homemakers who are members of an organized Extension Homemakers group that meets monthly or bi-monthly for educational programs in home economics and related areas.

Middle-aged Homemaker - For this study the middle-aged homemaker is defined as a person age 34 to 54.

Older or Elderly Homemaker - For this study the older or elderly homemaker is defined as a person age 55 or above.

Program Delivery Methods - Program delivery methods are methods of delivering information to clientele. Methods may be teaching techniques used in meetings or may also include use of media for information delivery (Marshall, 1982).

CHAPTER II

REVIEW OF LITERATURE

This chapter reviews literature related to middle-aged and older families and programming for these families. A brief overview of the Cooperative Extension Service is given. Particular attention was focused on identifying the stages of life and corresponding developmental tasks accompanying these stages. Also reported are current problems and needs related to the older person and suggested educational implications.

Cooperative Extension Service

The Cooperative Extension Service has successfully provided Americans with information and educational programs for over 60 years. In 1914 the Smith-Lever Act created the Federal Cooperative Extension Service by which practical information could be taken from the land grant colleges and the Department of Agriculture to the people in their local environment (Albert, 1978).

Earlier in the history, the Morrill Act of 1862 provided for the establishment of the land grant college system. That same year Congress passed the Enabling Act establishing the United States Department of Agriculture. The purposes of this agency were stated as follows:

There shall be in the seat of government a Department of Agriculture, the general design and duties of which shall be to acquire and to diffuse among the people of

the United States useful information on subjects connected with Agriculture in the most general and comprehensive sense of that word (Joint Committee Report on Extension Programs, Policies and Goals, 1948, p. 12).

From the onset, the Cooperative Extension Service has dedicated itself to serving the people with the following philosophy:

Extension's philosophy is to help people identify their own problems and opportunities, and then to provide practical, research-based information that will help them overcome the problems and take advantage of the opportunities (Reisbeck and Reynolds, 1976, p. 50).

Extension Home Economics Programs

The Extension Service has used group organizations to dispense the educational information it has acquired. These first groups were boys and girls who were organized to learn acceptable practices in agriculture and homemaking. Home demonstration clubs or extension homemakers geared for adult women were an outgrowth of the homemaking clubs for girls. These organized groups began in 1913. The original purpose of the home demonstration work was to bring assistance to farm women (Smith and Wilson, 1930). As a result of social, economic, and technical changes, homemakers in both urban and rural areas have manifested a need and interest in educational programs provided by the Extension Service.

Cooperative Extension programs had been traditionally planned through formal and informal committees. Reisbeck and Reynolds (1976) stated

People's problems and needs are the basis of Extension educational programs. Finding those needs certainly requires the involvement and the input of those who share the needs. This is usually done by establishing an Extension Advisory Committee composed of representatives of various clientele groups (p. 53).

Members of the committees were selected from clientele which the programs served and from representatives of other groups, agencies, and organizations located in the county or community. Needs identification and clarification were made by committee members. Leagans (1964, p. 91) reported "effective Extension education is an intentional effort, carefully designed to fulfill certain specially predetermined and presumably important needs." He suggested a framework for determining the needs of clientele. Boyle (1965) reported:

Needs represent an imbalance, lack of adjustment, or gap between the present situations or status quo and a new or changed set of conditions assumed to be more desirable. Needs may be viewed as the difference between what is and what ought to be; they always imply a gap

What is can be determined by a study of the situation. To be useful, facts must be carefully selected, analyzed and interpreted through joint efforts of the Extension Staff and lay leaders. Since people are concerned about their immediate situation, Extension workers and leaders can use properly selected and interpreted facts to arouse interest and indicate possible solutions to problems. Thus, facts help identify needs by pointing to gaps between what is and what should be. To be adequate, such facts must be obtained that generally fall into four categories: (1) current trends and outlooks, (2) people (what they think their needs are), (3) physical factors, and (4) public problems and policy (pp. 42-43).

Scott (1959) stated that home economics is concerned with the improvement of individual, family, and community living. The mission of Extension Home Economics, as stated in Focus II (1974, p. 2) is "to assist people in identifying their needs and improving the quality of their home and communities." More specifically, home economics extension purposes include:

1. To enhance the quality of decision making and increase the knowledge and skills needed to carry out those decisions.

2. Improve the ability to effect and adapt to societal change by exploring solutions which most effectively deal with problems and concerns of individuals and families.
3. Recognize and identify unexpressed needs which affect individuals and family well being and future directions.
4. Increase ability to use and participate in the development of community services which contribute to the quality of family and community life (Focus II, 1974, p. 2).

The focus of extension home economics has been developed around six areas of concern. The areas are human nutrition, children and families, consumer concerns, housing, health, and community development. The family would be benefited by education in all these areas regardless of the age and stage of development of the family. The incentive for this study was derived from one of the concerns in the area of Children and Families - that of special problems of the elderly:

Increasing attention is being given to the special problems of the elderly to help them adjust to reduced income, growing alienation from community life and the desire to remain useful. Every tenth American is 65 years of age. Life expectancy is 66.6 years for men and 74.0 for women. Most aged persons live independently in their own homes; fewer than five percent are institutionalized The desirability and necessity of planning ahead for successful, happy and healthy aging is imperative. It is important to both men and women in their middle years (Focus II, 1974, p. 3).

Life Stages and Developmental Tasks

Many educators have been concerned with the developmental processes of individuals at various stages of the life cycle. By examining the aspects of developmental tasks of later and middle adulthood, a clearer outlook of the educational needs and interests of each group may unfold.

According to Rowe (1981), the concept of developmental tasks had its beginning in Freudian psychology. Freud identified early stages through adolescence; however, it was Erickson who referred to the eight life cycle stages of man. These stages depicted by Erickson (1963) were:

Basic trust vs. basic mistrust - infancy
 Autonomy vs. shame and doubt - early childhood
 Initiative vs. guilt - play age
 Industry vs. inferiority - school age
 Identity vs. role confusion - youth
 Intimacy vs. isolation - young adulthood
 Generativity vs. stagnation - middle adulthood
 Integrity vs. despair - later adulthood (p. 109).

Rowe (1981) also stated that Robert J. Havighurst was the first to formulate developmental tasks for each stage in the life cycle.

Havighurst (1972) defined a developmental task as:

. . . a task which arises at or about a certain period in the life of the individual, successful achievement of which leads to his happiness and success with later tasks, while failure leads to unhappiness in the individual, disapproval by society, and difficulty with later tasks (p. 2).

Havighurst (1956, p. 7) stated that developmental tasks are formed from outer sources such as the expectations of society, from inner sources such as the physical maturation of our bodies, and from "our own personal values or aspirations."

Developmental tasks for the family came forth from one of the subgroups at the first interdisciplinary workshop on marriage and family research at the University of Chicago in 1950, according to Duvall (1971). Family developmental tasks defined by the subgroup were:

. . . those which must be accomplished by a family in a way that will satisfy (a) biological requirements, (b) cultural imperatives, and (c) personal aspirations and values, if the family is to continue to grow as a unit (Hill, 1951, pp. 21-22).

Duvall (1971, p. 149) continued by stating that "The modern family assumes as one of its primary functions that of promoting the continuing development of each of its members throughout the entire life cycle."

Rowe (1981, p. 199) substantiated this when he said, "The better equipped a family is for each of its members to meet his developmental tasks and the more closely the family accomplishes its group tasks, the more successful is the development of the family."

Rogers (1979) noted while development in individuals and families is occurring, changes in society are also happening. The effect of these changes in society will vary with the life cycle. Two stages within the life cycle affected by the complexity of development and change were the stages of middle age adulthood and later adulthood.

Middle Age Tasks

It is difficult to determine the exact age at which middle adulthood begins and ends. Kaluger and Kaluger (1974, p. 266) stated that "there is more agreement on the circumstances that surround these years than on the actual age range itself." However, they noted that middle age is usually the period between the time when the roles of child rearing and becoming established as a provider has been completed to full retirement. It is a period of more personal freedom, less economic stress, greater amounts of leisure time, and fewer demands for material growth. Havighurst (1972) stated seven developmental tasks for this stage:

1. Assisting teenage children to become responsible and happy adults
2. Achieving adult social and civic responsibility
3. Reaching and maintaining satisfactory performance in one's occupational career

4. Developing adult leisure-time activities
5. Relating oneself to one's spouse as a person
6. Acceptance and adjustment to the physiological changes of middle age
7. Adjustment to aging parents (p. 96).

Duvall (1971) added to these the following developmental tasks for middle-age families:

1. Maintaining a pleasant and comfortable home
2. Assuming security for later years
3. Carrying household responsibilities
4. Drawing closer together as a couple
5. Maintaining contact with grown children's families
6. Keeping in touch with brothers' and sisters' families and aging parents
7. Participating in community life beyond the family
8. Reaffirming the values of life that have real meaning (p. 428).

Duvall (1971) noted that emphasis on the period of middle years is fairly new to this century due to medical advances. More adults live out their life span in good health than did generations before. At the beginning of this phase the human body is almost operating at peak efficiency; however, as the phase progresses, gradual physical changes become apparent, noted Kaluger and Kaluger (1974). Physical changes include thinning and graying hair, wrinkling skin, a tendency for weight gain, and the need for a longer rest period after extended or strenuous periods of activity. Kaluger and Kaluger (1974) also stated that the sense organs of the middle-aged undergo change at an amazing rate of consistency. A noticeable change occurs with the eyes. Havighurst substantiated this when he noted that due to the decrease in elasticity of the lens, bifocals or reading glasses become necessary for the middle-aged person. Kaluger and Kaluger (1974, p. 272) declared that even though there is a general slowing down of processes, "the adult of this age can be more alert, physically sound, and emotionally stable than at any other age."

Middle age is also a time of expanding horizons as noted by Kaluger and Kaluger (1974) and Duvall (1971). It is a chance to expand friendships, business contacts, and acquaintances in the community. Active club and organization membership is at its peak according to Kaluger and Kaluger (1974). As children leave home, more time is allowed for middle-aged persons to increase their undertaking of activities within and outside the home. Hendricks and Hendricks (1981) noted that there are an increasing number of women working during their middle years. Labor force participation for women reached 50 percent in 1978 and is expected to increase.

Education and diversified experiences are desirable exposures that increase the growth and accomplishments during the middle adult years according to Kaluger and Kaluger (1974). They also stated that middle-aged persons have the ability to learn, but that accuracy tends to be more emphasized than the speed of acquisition. Duvall (1971, p. 443) declared "it's never too late to learn. Even in the reaffirmation of life's values, a couple can still make progress toward developing unity and integrity in the leisure of their middle years."

Later Adulthood Tasks

The final stage of the family life cycle begins with retirement and continues through death according to Duvall (1971). He also stated that the goal during this period was successful aging through continued activity and comfortable disengagement. Kaluger and Kaluger (1974) designated that usually 60 to 65 years is the dividing line between middle and old age. Havighurst (1972) stated:

The developmental tasks of later maturity differ in only one fundamental respect from those of other ages.

They involve disengagement from some of the more active roles of middle age and they leave open the decision to engage or to re-engage in other roles. In the physical, mental, and economic spheres the limitations become especially evident, the older person must work hard to hold onto what he already has. In the social sphere there is a fair chance of offsetting the narrowing of certain social contacts and interests by the broadening of others. In the spiritual sphere there is perhaps no necessary shrinking of the boundaries, and perhaps there is even a widening of them (p. 107).

The developmental tasks for the individual in the later years were listed by Havighurst (1972) as:

1. Adjusting to decreasing physical strength and health
2. Adjusting to retirement and reduced income
3. Adjusting to death of spouse
4. Establishing an explicit affiliation with one's age group
5. Adopting and adapting social roles in a flexible way
6. Establishing satisfactory physical living arrangements (p. 108).

The following developmental tasks for aging families were added by Duvall (1971):

1. Finding a satisfying home for the later years
2. Adjusting to retirement years
3. Establishing comfortable household routines
4. Nurturing each other as husband and wife
5. Facing bereavement and widowhood
6. Caring for elderly relatives
7. Maintaining contact with children and grandchildren
8. Keeping an interest in people outside the family
9. Finding meaning in life (p. 453).

Kaluger and Kaluger (1974) noted that old age is no different from other ages when looking at special adaptations and special tasks that need to be achieved if the individual desires to live effectively and contently on that age level. The only difference is these developmental tasks are the final or ultimate ones in life.

Physical changes do occur with aging and are in the direction of deterioration but are no more drastic than those at other age levels according to Kaluger and Kaluger (1974). They also noted that physical

conditions of aging persons depend on their manner of living, hereditary make-up, psychological temperament, and factors in the environment. Other causes having significant influences included "family diet, mal-nutrition, gluttony, emotional stresses, overwork, passivity, infections, drug or alcohol intoxications, traumas and endocrine disorders" (Kaluger and Kaluger, 1974, p. 296).

It was observed by Kaluger and Kaluger (1974) that obvious changes in aging like wrinkles, reduced agility and speed, stooping shoulders, decreased strength and steadiness, and mobility difficulty may be accepted or rejected by the aging person. This acceptance or rejection is directly related to how well an individual adjusts to the rate of psychological aging.

As with middle-age there is a reduction in the sensory functions of the aging person. Rogers (1979) stated that vision, hearing, sense of smell and taste, body sensations, and speech decline during this stage. Kaluger and Kaluger (1974) and Hendricks and Hendricks (1981) noted that the most detrimental changes occur in the heart and blood vessels. The digestive system alters with age and there are structural changes in the nervous system as well as decreased efficiency of the respiratory system. The authors noted that these physical changes do not mean that the healthy aged person cannot function within normal limits. In fact the National Council of Aging, Incorporated (NCOA) (1978) stated that:

Only ten percent of people over 65 are confined in any serious way. An even smaller proportion requires unusual attention. Only one over-65 person in 25 lives in an institution of the many myths about old age, the image of all older people as sick, fragile, disabled and sexless is the most inaccurate of stereotypes (p. 9).

Adjusting to retirement is a complex task for the older person. Duvall (1971) noted that this task involves adjusting to a reduced income as well as finding other meaningful avenues of active participation for the older person. Hendricks and Hendricks (1981) reported that attitudes toward retirement are dependent on several factors such as commitment to work, the type of occupation, health status, anticipated financial resources, and general life satisfaction. A study for the National Council on the Aging, Incorporated, done by Harris and Associates (1975) found that a majority of those retired or unemployed missed the association with people at work as much as the previous income. Whether or not a person wishes to retire, the time does eventually come. Kaluger and Kaluger (1974) noted that an individual needs to prepare him/herself for retirement by planning before the time arrives to help anticipate and overcome some of the problems of this event. The older person of today is willing to change and make more major adjustments during this age than any other period of life.

Keeping active is of vital importance not only for the physiological well-being of the older person but also for maintaining intellectual capabilities according to Kaluger and Kaluger (1974). Duvall (1971) noted that many individuals now have the time to learn special skills and develop new interests in later years. Golden age groups, senior recreational centers, volunteer organizations and educational opportunities are proving their value in helping men and women find satisfaction in the later years.

Concerns Related to the Older Person and Educational Implications

The older population of the United States is large and continues to grow rapidly. Census data from 1980 showed that there are now 42 million persons over 55 years of age, 32 million over 60, and 22 million over 65. The latest population projections suggest that the numbers in all of these age categories will be considerably larger by the end of the century and will continue to grow in the early part of the next century (U. S. Department of Commerce, 1982).

The awareness of the growing number of older people is a concern to educators as well as other professionals. According to Kaluger and Kaluger (1974) our society is encountering problems never faced before - learning how to incorporate this older segment of the population into the mainstream of life. A White House Conference on Aging was held in 1961 and 1971 to address the concerns of the older population. On October 18, 1978, President Carter signed another piece of legislation entitled the 1981 White House Conference on Aging Act. This Act designated that a national conference on aging be held in order to develop recommendations for further research and action in the field of aging. The specific purpose of the White House Conference on Aging (1981a) was stated as follows:

While the increasing longevity of individuals in our society is a remarkable achievement, it is also one that presents significant challenges, problems and opportunities for every institution in our country. The 1981 White House Conference on Aging will be an important forum for assessing our past achievements, and for exploring ways in which both the public and private sectors of our country can continue to assure that older Americans enjoy a high quality of life. We also hope that the Conference will chart a direction for the full participation of older Americans in our society (p. 20).

Some of the areas of concern discussed included the economic well-being of the older person, utilizing older persons as continuing resources, continuing family and community support services, and maintaining education and training opportunities for the older person.

According to Rowe (1978) young people today have a good chance of living about one-third of their lives in retirement. This could be 30 years of misery but, with education, it could mean a 30-year continuation of the good life. Kaluger and Kaluger (1974) noted that doubts about one's future usefulness, financial worries, and a feeling of emptiness may result with the onset of retirement. Lou Harris (cited in White House Conference on Aging, 1981b) in his recently published survey, "Aging in the Eighties: America in Transition," found that 73 percent of those 65 or over who are currently in the labor force prefer to continue some kind of part-time work rather than retire completely. The figure is even higher for those aged 55 to 64. This indicates that there is a growing interest among older persons to remain in the labor force as part-time employees. A recommendation from the White House Conference on Aging (1981c) stressed that utilization of educational programs is needed to assist older men and women in maintaining their voluntary participation in the work force. Rowe (1978) and Kaluger and Kaluger (1974) noted that retirement education and planning are essential and that education should begin before the onset of retirement. These preparation courses would enable people to better understand the financial, social, and psychological changes which often accompany retirement.

Another recommendation from the White House Conference on Aging (1981a) was to encourage better education on the aging process. Aging

and illness are usually linked together and continue to exist as a stereotype of the older person. In a survey conducted for the National Council on Aging (1975), only 21 percent of those over 65 identified poor health as a "very serious problem." It can be concluded then, that 80 to 85 percent of the older persons are healthy enough to carry out their normal activities. This is not to say that older persons do not have illnesses. According to Rowe (1978) some of these illnesses include arthritis, rheumatism, heart disease, impaired hearing, and high blood pressure. However, as people begin to learn more about the aging process, the changing nutritional needs, the benefits of exercise, the federal, state, and local programs available to assist them, a better understanding about life in later years will ensue.

Leisure time is a commodity of growing dimensions for the average person. Possession of leisure may be an asset or a liability depending upon the older person's opportunities to utilize it in constructive ways. The public tends to believe that older persons are isolated and lonely. Yet, in the Harris Survey (1975), only 12 percent of those over 65 rated loneliness as a serious problem. Loneliness is not the exclusive property of the elderly, it is a problem for people of all ages. The survey also noted that most older folks are busy people. Among the activities that occupy the older person's time are things like socializing with friends, gardening or raising plants, reading, watching television, caring for younger and older members of the family, participation in clubs, organizations, and volunteer work.

The White House Conference on Aging (1981c) also recommended that educational organizations should strengthen services to assist persons, regardless of age, with needs in areas of dealing with death and dying, fraud, crime, intergenerational learning, and estate planning.

The Aslanian and Buckell study (1980) found that adult learners described some past, present, or future change in their lives as reasons for learning. Transitions in family, careers, and leisure were rated the highest as explanations for desiring to learn. Coping with life changes results in a need to continue the learning process.

Havighurst (1956, p. 1) stated that "the goal of adult education is to help people live better." The White House Conference on Aging (1981c) noted that education is the right of all age groups and that educational institutions have a responsibility to meet the needs and interests of the older person throughout the life cycle. The conference also noted that older persons must be involved in the educational process of identifying their own needs. Peterson (1971) stated

The older person himself should be brought into decisions being made about older persons In terms of decisions, it is really abhorrent to me that we would try to find solutions for older persons in which they themselves were not involved in the process (p. 80).

G. Stanley Hall, a pioneer researcher and writer of developmental psychology, observed that one should plan for maturity. Hall (1922, p. 13) raised the question, "Should not forty plan for eighty, or at least sixty, just as intently as twenty does for forty?" Life tasks in later maturity are different from those at other age levels. It would be advisable to prepare for changes encountered in the later years. With effective education, life for older persons can improve. Rowe (1978, p. 486) summarized the prospect of later years by stating that "Aging can indeed become a real jewel in the mosaic of life - a time when one has money, health, and the time to accomplish all the things there was never time to do during the working years."

CHAPTER III

RESEARCH DESIGN

This chapter reviews descriptive research as the type of research used to meet the objectives of this study. The population and sample are discussed. The development and use of the survey instrument are included. A description of the statistical analysis completes the chapter.

Type of Research

The type of research implemented in this study was descriptive.

Descriptive research describes what is. It involves the description, recording, analysis, and interpretation of conditions that now exist. It involves some type of comparison or contrast and may attempt to discover relationships that exist between existing non-manipulated variables (Best, 1977, p. 15).

One method of descriptive research suggested was survey research. Survey research was described as "that which explains a problem and analyzes it" (Compton and Hall, 1972, p. 140). For this research a survey type of needs assessment was used to obtain data. The survey instrument contained both closed and open-ended questions. The open-ended questions were included to allow respondents more freedom in their replies.

Population and Sampling Plan

The homemakers studied resided in Canadian County. The sampling

method used purposive sampling to include all the Extension Homemakers who were thought to be 34 to 54 years of age and 55 and above. Age groupings on the Extension Homemaker 1983 enrollment card assisted in selecting Extension Homemakers that were eligible for the study.

The middle-aged homemaker was designated as a person between the ages of 34 and 54. The older homemaker was defined as a person age 55 or above. There were 112 middle-aged homemakers and 368 older homemakers included in the population selected for study. Enough data were expected from a sample of this size that even with a poor rate of return it would still result in a substantial number. Every Extension Homemaker who was thought to be age 34 or above was included in the study.

Development of Instrument and Data Collection

The researcher developed the questionnaire incorporating ideas from other questionnaires (McGinty, 1963; Marshall, 1982) used in similar studies done elsewhere and problem areas discussed in the literature review (Appendix B). The questionnaire included questions designed to assess demographic data, information on perceived problems and needs, and preferences of programming methods. Open-ended questions were also used in gathering data about perceived interests and problems. In order to establish validity of the questionnaire to be used in the research, it was presented to a panel of experts which included the researcher's thesis committee, professors in the Family Relations and Child Development Department and the Home Economics and Community Service Department at Oklahoma State University.

The instrument was pretested with Extension Homemakers in Grady County which was an adjoining county with homemakers perceived to have similar needs and interests. The questionnaire was pretested in

September of 1983. Rewording of the questionnaire was made to help respondents better understand specific questions.

The research instrument was mailed with a cover letter of explanation (Appendix A) to all Extension Homemakers age 34 to 54 and age 55 and above currently enrolled in the 1983-84 program year in late September. Questionnaires were numbered to assist the researcher in a second mailing if necessary. Approximately 480 questionnaires were mailed out. Of the 289 questionnaires that were finally returned, only nine were unusable. The usable questionnaires represented 58.33 percent of the total sample. Usable returned questionnaires were received from 108 of a potential 112 (96.43%) middle-aged homemakers and 172 of a potential 368 (46.74%) older homemakers.

Statistical Analysis

The statistical analysis of this study was processed by the computer center on the Oklahoma State University campus. The frequency and percentages were calculated for both age groupings and the total group. The Chi square (χ^2) statistical technique was used for determining significant differences between the middle-aged and older homemakers' programmatic needs and interests. Also Chi square analysis was used to examine the association between expressed program needs of older homemaker and educational level, marital status, income level, employment status, number of family members, and place of residence.

With the Chi square statistical measure, "Chi-square tests for contingency tables are extremely useful statistical procedure for determining whether two nominal measures are related" (Roscoe, 1975, p. 254). "In educational studies the five (.05) percent level of

significance is often used as a standard for rejection" (Best, 1977, p. 277). Therefore, the .05 level of significance was selected for this study. Best (1977, p. 278) showed the formula for Chi square as

$$\chi^2 = \frac{(f_o - f_e)^2}{f_e}$$

CHAPTER IV

ANALYSIS OF DATA

Introduction

The purpose of this study was to determine the perceived educational needs and interests of middle-aged and older homemakers, specifically in home economics program areas of family life. Information was also obtained concerning the preference of programming methods through which educational information would be received. These needs and interests were looked at as they related to extension home economics programs. The specific objectives of the study were:

1. To determine the programmatic needs and interests of middle-aged and older homemakers in Canadian County.

2. To determine the relationship between the older respondents' expressed program needs and their educational level, marital status, income, employment status, number of family members, and place of residence.

Presented in this chapter is a description of the participants as well as an analysis of the data in accordance with the hypotheses of the study.

Description of the Sample

The research sample consisted of two age groups of homemakers in Canadian County. The first age group consisted of all extension

homemakers 34 to 54 years of age enrolled in the current year of the extension homemaker program. The second group were all extension homemakers 55 and above years of age.

Mailed questionnaires were returned by 280 homemakers out of a potential sample of 480. Usable questionnaires which were returned included 108 (96.43%) from the middle-aged homemakers and 172 (46.74%) from the older homemakers. A detailed description of the characteristics of the respondents is presented in Table I.

Characteristics of the Sample

Age

Examination of Table I indicates that 108 homemakers of a potential 112, or approximately 96 percent, fall between the ages of 34 to 54 years. Homemakers 55 years of age and above include 172 of a potential 368, or approximately 47 percent.

Tenure of Extension Homemaker Membership

A summary of the number of years of participation in extension homemaker groups is given in Table I. Of the 280 respondents, 17 had been members for less than one year; 33 for one to three years; 62 for four to nine years; 63 for 10 to 20 years; 42 for 21 to 30 years; 45 for 31 to 40 years; and 18 for over 40 years. Sixty percent of the homemakers had membership of at least 10 years. Relatively few, 6.07 percent, had recently joined a group.

Educational Attainment

Examination of Table I on educational attainment indicates that

TABLE I
CHARACTERISTICS OF THE RESPONDENTS

Variable	Classification	34 to 54 Group (N=108)		55 and Above Group (N=172)		Total (N=280)	
		N	%	N	%	N	%
Age	34-54	108	100.00	0	0	108	38.57
	55-64	0	0	74	43.02	74	26.43
	65 and over	0	0	98	56.98	98	35.00
Years of Membership in Extension Homemakers Group	Less than one year	8	7.41	9	5.23	17	6.07
	One-three years	20	18.52	13	7.56	33	11.79
	Four-nine years	39	36.11	23	13.37	62	22.14
	Ten-twenty years	23	21.30	40	23.26	63	22.50
	Twenty-one-thirty years	15	13.89	27	15.70	42	15.00
	Thirty-one-forty years	3	2.78	42	24.42	45	16.07
	Over forty years	0	0	18	10.47	18	6.43
Education	Highschool or less	2	1.85	29	16.86	31	11.07
	Highschool graduate	41	37.96	59	34.30	100	35.71
	Some college	32	29.63	37	21.51	69	24.64
	College graduate	23	21.30	23	13.37	46	16.43
	Business or trade	10	9.26	24	13.95	34	12.14
Marital Status	Single	0	0	4	2.33	4	1.43
	Married	105	97.22	116	67.44	221	78.93
	Divorced	2	1.85	1	.58	3	1.07
	Widow	1	.93	51	29.65	52	18.57
Income	Under \$8,000	2	1.85	17	9.88	19	6.78
	\$8,000-\$9,999	0	0	14	8.14	14	5.00
	\$10,000-\$11,999	2	1.85	4	2.33	6	2.14
	\$12,000-\$13,999	5	4.63	13	7.56	18	6.43
	\$14,000-\$15,999	5	4.63	10	5.81	15	5.36
	\$16,000-\$17,999	3	2.77	9	5.23	12	4.29
	\$18,000-\$19,999	5	4.63	17	9.88	22	7.86
	Over \$20,000	74	68.52	78	45.35	152	54.28
	No response	12	11.11	10	5.81	22	7.86
Employment Status	None	59	54.63	147	85.47	206	73.57
	1-10 hours a week	8	7.48	5	2.91	13	4.64
	11-20 hours a week	13	12.15	5	2.91	18	6.43
	21-30 hours a week	4	3.74	6	3.49	10	3.57
	31-40 hours a week	16	14.95	4	2.33	20	7.15
	Over 40 hours a week	8	7.48	5	2.91	13	4.64
Type of Employment	Clerical	18	16.66	5	2.91	23	8.21
	Household or public service	8	7.41	3	1.76	11	3.93
	Professional or technical	17	15.74	8	4.65	25	8.93
	Executive	1	.93	1	.58	2	.71
	Production	3	2.78	0	0	3	1.07
	Other	2	1.85	8	4.65	10	3.57
	Non-employed	59	54.63	147	85.47	206	73.57
Retirement Status	Retired	2	1.85	106	61.63	108	38.57
	Non-retired	106	98.15	64	37.21	170	60.71
	No response	0	0	2	1.16	2	.71
Volunteer Work Status	Volunteer	76	70.37	101	58.72	177	63.21
	Non-volunteer	31	28.70	63	36.63	94	33.57
	No response	1	.93	8	4.65	9	3.21
Place of Residence	Farm	33	30.56	55	31.98	88	31.43
	Country, not farm	20	18.52	12	6.98	32	11.43
	Town 5,000 or less	2	1.85	11	6.39	13	4.64
	Town over 5,000	52	48.14	93	54.07	145	51.79
	No response	1	.93	1	.58	2	.71

TABLE I (Continued)

Variable	Classification	<u>34 to 54 Group</u> (N=108)		<u>55 and Above Group</u> (N=172)		<u>Total</u> (N=280)	
		N	%	N	%	N	%
Type of Residence	Mobile home	1	.93	3	1.74	4	1.43
	Single family home	106	98.15	158	91.86	264	94.29
	Apartment, duplex	1	.93	11	6.40	12	4.29
Ownership	Own	100	92.59	161	93.60	261	93.21
	Rent	8	7.41	9	5.23	17	6.07
	Other	0	0	2	1.16	2	.71
Living Arrangements	Live alone	2	1.85	52	30.23	54	19.29
	Husband only	21	19.44	103	59.88	124	44.29
	Other relatives	0	0	3	1.74	3	1.07
	Children	1	.93	1	.58	2	.71
	Husband and children	84	77.78	7	4.07	91	32.50
	Other	0	0	6	3.49	6	2.14

89 percent of the total sample were high school graduates. An overall total of 41.07 percent attended college. College attendance ranged from 51 percent in the 34 to 54 age group to 35 percent in the 55 and above age group.

College degrees were held by 21.30 percent in the 34 to 54 age group and 13.37 percent in the 55 and above age group. Business or trade schools consisted of 12.14 percent of the sample and included such areas as business school/college, insurance training, medical technologist training, banking, cosmetology, and LPN schools.

Marital Status

The data in Table I indicate that the majority of homemakers in both age groups were married, 78.93 percent. Fifty-one or 29.65 percent of the 55 and above age group compared to one or .93 percent of the 34 to 54 age group were widowed. Only 2.5 percent of the total sample were divorced or single.

Income

Examination of Table I shows that families in the sample represented incomes ranging from under \$8,000 to over \$20,000. Seven percent of the families reported incomes of less than \$8,000 annually. There were 54.28 percent reporting incomes of more than \$20,000 annually. Of the 54.28 percent reporting incomes of over \$20,000, 74 homemakers were in the 34 to 54 age group and 78 homemakers were in the 55 and above age group. These figures compare to the 1980 Canadian County per capita income of \$9,023 (Department of Economic and Community Affairs, 1981). No response was made by 7.86 percent of the sample.

Employment

Table I shows that 74 women or 26.43 percent of the sample were employed. Of the 74 women, 49 were in the 34 to 54 age group and 25 were in the 55 and above age group. Forty-three women (15.36%) were employed 20 or more hours each week. Types of employment were 8.21 percent clerical, 3.93 percent public service, 8.93 percent professional or technical, .71 percent executive, 1.07 percent production, and 3.57 percent other. Type of employment seems to further substantiate that few women are in executive or management positions.

Examination of Table I also reveals that 61.63 percent of the homemakers in the 55 and above age group were retired compared to 1.85 percent of the homemakers in the 34 to 54 age group. This is not surprising since the 55 and above age group are in the retirement stage. Former types of employment of retired homemakers included advertising/public relations firms, doctors' clinics, teaching, sales, cooks, accounting, cooperative extension, farming, banking, clerical, traffic department, and nursing.

Volunteer Work

Table I shows that 63.21 percent of the total sample do volunteer work. Approximately one-third of the sample, (33.57%) did not see themselves as participating in volunteer work. Approximately three percent did not respond. Of those who did volunteer, areas in which they worked consisted of nursing homes, church, extension groups, hospital auxiliary, mobile meals, scouts, senior citizens centers, Red Cross, schools, statewide area aging centers, and volunteer income tax assistants.

Place of Residence

The place of residence as given in Table I reveals that over 51 percent of the survey sample lived in an urban area. Over 42 percent resided in a rural area (31.43 percent farm; 11.43 percent non-farm). Only 4.64 percent of the respondents lived in small towns. Two homemakers did not respond. In the 34 to 54 age group, approximately 49 percent lived in rural areas and 49 percent lived in urban areas. In the 55 and above age group, approximately 39 percent lived in rural areas and 60 percent lived in urban areas.

Home Ownership

There were 92.59 percent of the middle-aged homemakers who owned their home and 93.60 percent of the older homemakers who owned their home. Single family homes comprised 94.29 percent of the living quarters for the families in the study. Apartments and duplexes made up 4.29 percent of the homes. Mobile homes only totaled 1.43 percent of the family homes.

Living Arrangements

Table I reveals that 124 homemakers, or 44.29 percent, lived with their husbands only. Of those 124 homemakers, 59.88 percent of the respondents were in the 55 and above age group compared to 19.44 percent in the 34 to 54 age group. A larger majority of the homemakers living with husband and children were in the younger age group, 77.78 percent in the 34 to 54 age group as compared to 4.07 percent in the 55 and above age group. Also more respondents in the older age group, 30.23 percent, as compared to 1.85 percent of the younger age group, lived alone.

Approximately one percent of the total sample lived with other relatives, less than one percent with children, and two percent with others.

Children in Families

Examination of Table II shows that 97 percent of the middle-aged group of homemakers had children and 88 percent of the older group of homemakers had children. The total number of children in the middle-aged group ranged from none to seven, except for one homemaker who had ten children. There were none to eight children in the older group of homemakers, except for one homemaker who had 11 children.

The middle-aged group responded that 43.52 percent of them had two children compared to 32.55 percent of the older group. A response of three children was the second highest percent in each group, 26.85 percent in the middle-aged and 20.93 percent in the older group. The middle-aged group's child ratio was 2.8 as compared to 2.3 in the older group.

Sources of Information

Responses indicate that the homemakers in the sample used various means of keeping informed about current events. Information in Table III reveals that homemakers of today use the mediums of television, newspaper, magazines, and radio to supply information on current events. The methods used by both groups were ranked in the similar order of television, then newspaper. However, the 34 to 54 age group ranked radio (86) slightly above magazines (83) as compared to the 55 and above age group which ranked magazines (146) above radio (98). Under the response of "other," some respondents listed discussion/lecture groups,

TABLE II
AGES AND NUMBER OF CHILDREN IN
RESPONDENTS' FAMILIES

Children in Families	34 to 54 Group (N=108)		55 and Above Group (N=172)		Total (N=280)	
	N	%	N	%	N	%
<u>Ages of Children in Family*</u>						
Under 1 year	2	1.85	0	0	2	.71
1-5 years	15	13.89	0	0	15	5.36
6-11 years	32	29.63	0	0	32	11.43
12-14 years	34	33.33	0	0	34	12.14
15-19 years	49	45.37	3	1.74	51	18.21
Over 20 years	57	52.78	152	88.37	199	71.07
<u>Number of Children in Family</u>						
None	3	2.78	20	11.63	23	8.21
One	7	6.48	29	16.86	36	12.86
Two	47	43.52	56	32.56	103	36.79
Three	29	26.85	36	20.93	65	23.21
Four	15	13.89	17	9.88	32	11.43
Five	7	6.48	7	4.07	14	5.00
Six	1	.93	5	2.91	6	2.14
Seven	1	.93	0	0	1	.36
Eight	0	0	2	1.16	2	.71
Ten or more	1	.93	1	.58	2	.71
<u>Total Children</u>	302		404		706	
Average Number	2.8		2.3			

*Respondents had more than one child in several age groups, therefore, totals will equal more than N and percentages will not equal 100 percent. The totals in this section reflect the number of families that have children in each category.

extension homemaker programs, and travel as other ways of keeping informed. Fifteen homemakers in the older age group as compared to three homemakers in the middle-aged group reported they did not keep up with current events. Seven homemakers neglected to respond.

TABLE III
RESPONDENTS' SOURCES OF KEEPING INFORMED
ABOUT CURRENT EVENTS

Methods Used*	34 to 54 Group (N=108)	55 and Above Group (N=172)	Total (N=280)
Television	102	170	272
Newspaper	101	168	269
Magazines	83	146	229
Radio	86	98	184
Do not keep up	3	15	18
No response	3	4	7

*More than one response could be given; therefore, totals will not equal number in study. Percentages are not shown because of multiple responses.

Use of Leisure Time

Information in Table IV reveals that middle-aged and older homemakers of today spend their leisure time in various ways. Over half of the homemakers in both age groups spend leisure time reading, watching television, socializing with friends, gardening, participating in church activities and service clubs. Approximately two-thirds of the respondents participated in volunteer work and caring for family members. The high levels of involvement in these various activities were in agreement

with the Harris Survey (1975) and substantiates that older people continue to stay active. Homemakers were involved in continuing their education, being employed, and being involved in other activities.

TABLE IV
RESPONDENTS' REPORTED USE OF LEISURE TIME

Use of Leisure Time*	34 to 54 Group (N=108)	55 and Above Group (N=172)	Total (N=280)
Reading	80	150	230
Television	80	148	228
Socializing	74	138	212
Church Activities	75	119	194
Gardening	59	109	168
Service Club	63	95	158
Volunteer Work	45	71	116
Caring for Family Members	50	59	109
Education for Self	36	37	73
Other	28	28	56
Working Part-time or Full-time	34	21	55

*Respondents could have selected more than one response; therefore, totals will not equal number in study. Percentages are not shown because of multiple responses in the 11 areas.

Middle-aged and older homemakers assumed some leadership positions in the community such as presidents or members of community service and political awareness groups, and 4-H or scout leaders, judges for contests and fairs. There were 56 homemakers who took part in a wide range of other activities including volunteering in the hospital; doing hobbies such as quilting, painting, crafts, crochet; and involvement in

physical activities such as bowling, exercise classes and walking. Bingo, baking, Business and Professional Women, and library clubs were other activities and organizations in which time was spent.

Preferred Delivery or Teaching Methods

Extension, as well as other educational organizations, has had many ways to disseminate information. A list of possible methods was given to allow a check mark for as many options as the homemaker would like to receive information. Table V shows that over two-thirds of the homemakers in the survey or 230, preferred extension homemaker lessons. Over-one-half of the sample showed a preference for newsletters (155), printed materials (151), and workshops (149). The newspaper (134), shortcourses (109), special interest meetings (101), and television (91), were preferred by over one-third of the homemakers. Other methods preferred were home study lessons, with 58 responses; public service announcements, with 55; 800 toll-free telephone information, with 54; lunch and learn programs, with 53; browsing materials in waiting rooms and other public areas, with 50; study groups, with 47; and learning packets, with 38 responses.

Commonly used methods that did poorly in the survey were radio programs, with only 26 responses; special correspondence, with 25 responses; and telephone, with 21 responses.

Newer media methods of talkback television, telelecture or teleconference and videotape ranged from 21 to 8 responses respectively. These last methods listed were newer methods that extension is just beginning to learn about and use, so it is doubtful that many of the clientele studied have come in contact with much of the newer technological methods.

TABLE V
PREFERRED METHODS OF RECEIVING INFORMATION

Method*	<u>34 to 54 Group</u> (N=108)	<u>55 and Above Group</u> (N=172)	<u>Total</u> (N=280)
Extension Homemaker Lesson	86	144	230
Newsletter	60	95	155
Printed Material	59	92	151
Workshops	75	74	149
Newspaper	52	82	134
Shortcourses	56	53	109
Special Interest Meeting	40	61	101
Television	30	61	91
Home Study Lessons	28	30	58
Public Service Announcements	16	39	55
Dial-a-Tip	24	30	54
Lunch and Learn Noon Brown Bag Program	28	25	53
Browsing Materials	21	29	50
Study Groups	12	35	47
Learning Packets	16	22	38
Radio Programs	6	20	26
Special Correspondence	13	12	25
Phone Conversations	7	14	21
Telelecture/Teleconference	7	8	15
Talkback Television	4	6	10
Video Tapes	8	0	8
Other	0	1	1

*More than one response could have been selected; therefore, totals will not equal number in study. Percentages are not shown because of multiple responses in the 22 areas.

Also included in the methods preferred for learning were techniques that independent learners can use in their own time frame such as, at home, on a lunch hour, or whenever time permits. These were printed materials, newsletters, home study packets, and browsing materials.

Program Topic Need and Interest Levels as Indicated by Respondents

One of the objectives of the study was to determine the programmatic needs and interests of middle-aged and older homemakers in the area of family life home economics related topics. The respondent was asked to read a 26-item list carefully and to mark each item in the column that applied to her level of interest/need. The homemaker was asked to select one of the following responses: much, some, none, does not apply, and have information from another source. Table VI indicates the frequency count as reported by the respondents. For discussion purposes the researcher categorized the 26 items into seven groups in which topics of a similar nature were placed.

Group One - Life Process Related Topics

Homemakers represented in the sample reported similar interest/need levels in the areas of learning about the aging process, midlife changes, intergenerational concerns, and developmental needs of older adults. Approximately 77 percent of the middle-aged group and 86 percent of the older group indicated an interest/need in learning more about the aging process. In the middle-aged group 16.67 percent marked much and 60.19 percent marked some in the older group. Slightly over

TABLE VI
RESPONDENTS' EXPRESSED NEED/INTEREST OF PROGRAM TOPICS

Program Topic	34 to 54 Group (N=108)		55 and Above Group (N=172)		Total (N=280)	
	N	%	N	%	N	%
<u>Benefits of Exercise</u>						
Much	30	27.78	65	37.79	95	33.93
Some	62	57.41	91	52.91	153	54.64
None	6	5.56	6	3.49	12	4.29
Not applicable	1	.93	1	.58	2	.71
Another source	9	8.33	9	5.23	18	6.43
<u>Nutritional Needs and Age</u>						
Much	38	35.19	83	48.26	121	43.21
Some	59	54.63	78	45.35	137	48.93
None	6	5.56	5	2.91	11	3.93
Not applicable	2	1.85	0	0	2	.71
Another source	3	2.78	6	3.49	9	3.21
<u>Aging Process</u>						
Much	18	16.67	69	40.12	87	31.07
Some	65	60.19	79	45.93	144	51.43
None	21	19.44	12	6.98	33	11.79
Not applicable	4	3.70	0	0	4	1.43
Another source	0	0	9	5.23	9	3.21
No response	0	0	3	1.74	3	1.07
<u>Estate Planning</u>						
Much	31	28.70	77	44.77	108	38.57
Some	58	53.70	56	32.56	114	40.71
None	14	12.96	21	12.21	35	12.50
Not applicable	3	2.78	1	.58	4	1.43
Another source	2	1.85	14	7.56	15	5.36
No response	0	0	4	2.32	4	1.43
<u>Parenting/Grandparenting</u>						
Much	46	42.59	41	23.84	87	31.07
Some	50	46.30	78	45.35	128	45.71
None	9	8.33	28	16.28	37	13.21
Not applicable	1	.93	17	9.88	18	6.43
Another source	2	1.85	3	1.74	5	1.79
No response	0	0	5	2.91	5	1.79
<u>Developmental Needs of Older Adults</u>						
Much	23	21.30	74	43.02	97	34.64
Some	61	56.48	78	45.35	139	49.64
None	16	14.81	15	8.72	31	11.07
Not applicable	6	5.56	0	0	6	2.14
Another source	2	1.85	3	1.74	5	1.79
No response	0	0	2	1.16	2	.71
<u>Wills</u>						
Much	26	24.07	85	49.42	111	39.64
Some	58	53.70	50	29.07	108	38.57
None	13	12.04	13	7.56	26	9.29
Not applicable	1	.93	4	2.33	5	1.79
Another source	10	9.26	17	9.88	27	9.64
No response	0	0	3	1.74	3	1.07
<u>Recreational Activities for Self</u>						
Much	25	23.15	66	38.37	91	32.50
Some	50	46.29	67	38.95	117	41.78
None	25	23.15	21	12.21	46	16.43
Not applicable	4	3.70	8	4.65	12	4.29
Another source	3	2.78	8	4.56	11	3.93
No response	1	.93	2	1.16	3	1.07

TABLE VI (Continued)

Program Topic	34 to 54 Group (N=108)		55 and Above Group (N=172)		Total (N=280)	
	N	%	N	%	N	%
<u>Recreational Activities for Family and Friends</u>						
Much	37	34.26	49	28.49	86	30.71
Some	51	47.22	80	46.51	131	46.78
None	13	12.04	27	15.69	40	14.29
Not applicable	2	1.85	6	3.49	8	2.86
Another source	5	4.63	6	3.49	11	3.93
No response	0	0	4	2.33	4	1.43
<u>Midlife Changes</u>						
Much	27	25.00	26	15.12	53	18.93
Some	63	58.33	55	31.98	118	42.14
None	17	15.74	58	33.72	75	26.79
Not applicable	1	.93	23	13.27	24	8.57
Another source	0	0	3	1.74	3	1.07
No response	0	0	7	4.07	7	2.50
<u>Dealing with Funerals</u>						
Much	6	5.56	29	16.86	35	12.50
Some	61	56.48	89	51.74	150	53.57
None	31	28.70	27	15.70	58	20.71
Not applicable	1	.93	3	1.74	4	1.43
Another source	9	8.33	18	10.47	27	9.46
No response	0	0	6	3.49	6	2.14
<u>Volunteer Agencies</u>						
Much	12	11.11	41	23.84	53	18.93
Some	60	55.55	70	40.69	130	46.43
None	27	25.00	36	20.93	63	22.50
Not applicable	3	2.78	5	2.91	8	2.86
Another source	5	4.63	14	8.14	19	6.79
No response	1	.93	6	3.49	7	2.50
<u>Organizing Groups and Activities</u>						
Much	8	7.41	42	24.42	50	17.86
Some	43	39.81	60	34.88	103	36.79
None	48	44.44	54	31.39	102	36.43
Not applicable	4	3.70	6	3.49	10	3.57
Another source	5	4.63	4	2.33	9	3.21
No response	0	0	6	3.49	6	2.14
<u>Coping with Loss</u>						
Much	14	12.96	35	20.35	49	17.50
Some	62	57.41	86	50.00	148	52.86
None	22	20.37	34	19.77	56	20.00
Not applicable	6	5.56	2	1.16	8	2.86
Another source	4	3.70	12	6.98	16	5.71
No response	0	0	3	1.74	3	1.07
<u>Intergenerational Concerns</u>						
Much	23	21.30	22	12.79	45	16.07
Some	66	61.11	55	31.98	121	43.21
None	11	10.19	50	29.07	61	21.79
Not applicable	8	7.41	30	17.44	38	13.57
Another source	0	0	6	3.49	6	2.14
No response	0	0	9	5.23	9	3.21
<u>Preventing Criminal Attacks</u>						
Much	34	31.48	82	47.67	116	41.43
Some	64	59.26	72	41.86	136	48.57
None	7	6.48	9	5.23	16	5.71
Not applicable	0	0	0	0	0	0
Another source	3	2.78	5	2.91	8	2.86
No response	0	0	4	2.33	4	1.43
<u>Coping with Living Alone</u>						
Much	8	7.41	51	29.65	59	21.07
Some	49	45.37	69	40.12	118	42.14
None	31	28.70	19	11.05	50	17.86
Not applicable	20	18.52	29	16.86	49	17.50
Another source	0	0	1	.58	1	.36
No response	0	0	3	1.74	3	1.07

TABLE VI (Continued)

Program Topic	34 to 54 Group (N=108)		55 and Above Group (N=172)		Total (N=280)	
	N	%	N	%	N	%
<u>Government Programs Serving Families</u>						
Much	24	22.22	61	35.47	85	30.36
Some	60	55.56	80	46.51	140	50.00
None	20	18.52	20	11.63	40	14.29
Not applicable	4	3.70	3	1.74	7	2.50
Another source	0	0	2	1.16	2	.71
No response	0	0	6	3.49	6	2.14
<u>Government Programs Serving Elderly</u>						
Much	21	19.44	77	44.77	98	35.00
Some	65	60.19	73	42.44	138	49.28
None	18	16.67	15	8.72	33	11.79
Not applicable	4	3.70	0	0	4	1.43
Another source	0	0	3	1.74	3	1.07
No response	0	0	4	2.33	4	1.43
<u>Surviving Family Crises</u>						
Much	40	37.04	56	32.56	96	34.28
Some	56	51.85	84	48.83	140	50.00
None	9	8.33	14	8.14	23	8.21
Not applicable	1	.93	7	4.07	8	2.86
Another source	1	.93	4	2.33	5	1.79
No response	1	.93	7	4.07	8	2.86
<u>Social Security Benefits</u>						
Much	28	25.93	108	62.79	136	48.57
Some	53	49.07	49	28.49	102	36.43
None	14	12.96	5	2.91	19	6.97
Not applicable	11	10.18	0	0	11	3.93
Another source	1	.93	8	4.65	9	3.21
No response	1	.93	2	1.16	3	1.07
<u>Caring for Self in Later Years</u>						
Much	24	22.22	113	65.70	137	48.93
Some	67	62.04	51	29.65	118	42.14
None	10	9.25	6	3.49	16	5.71
Not applicable	5	4.63	1	.58	6	2.14
Another source	1	.93	1	.58	2	.71
No response	1	.93	0	0	1	.36
<u>Getting Along with Family</u>						
Much	36	33.33	48	27.91	84	30.00
Some	52	48.15	77	44.76	129	46.07
None	15	13.89	22	12.79	37	13.21
Not applicable	2	1.85	15	8.72	17	6.07
Another source	2	1.85	5	2.91	7	2.50
No response	1	.93	5	2.91	6	2.14
<u>Getting Along with Teenagers</u>						
Much	46	42.59	30	17.44	76	27.14
Some	36	33.33	74	43.02	110	39.29
None	13	12.04	32	18.60	45	16.07
Not applicable	11	10.18	28	16.28	39	13.97
Another source	1	.93	3	1.74	4	1.43
No response	1	.93	5	2.91	6	2.14
<u>Recognizing Con Games</u>						
Much	38	35.18	95	55.23	133	47.50
Some	61	56.48	64	37.21	125	44.64
None	7	6.48	7	4.07	14	5.00
Not applicable	1	.93	1	.58	2	.71
Another source	0	0	1	.58	1	.36
No response	1	.93	4	2.33	5	1.79
<u>Finding Job Opportunities</u>						
Much	31	28.70	18	10.47	49	17.50
Some	37	34.26	35	20.35	72	25.71
None	23	21.29	65	37.79	88	31.43
Not applicable	13	12.04	48	27.91	61	21.79
Another source	3	2.78	3	1.74	6	2.14
No response	1	.93	3	1.74	4	1.43

83 percent of middle-aged and 47 percent of older homemakers expressed a need for information about midlife changes. Approximately 34 percent of the older group indicated no interest which is understandable since they have probably already experienced mid-life changes. Intergenerational concerns was high on the interest/need level of the middle-aged group with 82.41 percent responding. The older group indicated a level of at least some interest with 44.77 responding. Information on developmental needs of older adults was expressed by 77.78 percent of the middle-aged group and 88.37 percent of the older group responding with much or some interest.

Group Two - Health Related Topics

Group two included the areas of benefits of exercise, nutritional needs related to age, and taking care of oneself in later years. Approximately 89 percent of the homemakers indicated a much/some interest in the benefits of exercise. In the older group 90.7 percent of the respondents and 85.19 percent of the middle-aged group wanted information. Table VI indicates that a majority of both groups, 89.82 percent of the middle-aged group and 93.61 percent of the older group felt a much/some need in learning more about nutritional needs as they relate to age. Caring for oneself in later years was a real concern to 95.35 percent of the older homemakers and 84.26 percent of the middle-aged group as indicated by the much/some responses.

Group Three - Family Life Related Topics

Learning how to survive family crises, getting along with family members and teenagers, and parenting and grandparenting are included in

group three. Slightly over half of the homemakers wanted information on dealing with family crises. A greater proportion wanted some rather than much. The middle-aged group checked 51.58 percent some and 37.04 percent much. The older group checked 48.83 percent some and 32.56 percent much. Getting along with family members was a need rated much/some by 81.48 percent of the middle-aged group and 72.67 percent of the older group. Getting along with teenagers seemed to be less important to the older group than the middle-aged group. The middle-aged group responded with 42.59 percent much and 33.33 percent some whereas the older group responded with 17.44 percent much, 43.20 percent some, and 18.60 percent none. Approximately 90 percent of the middle-aged group indicated a much/some need for information on parenting and grandparenting as compared to 69 percent of the older group. This could be expected since the older group would probably have had more parenting experiences.

Group Four - Economic Related Topics

Estate planning, wills, government programs serving the elderly and families, social security benefits, and finding job opportunities are encompassed in this group. Approximately 82 percent of the middle-aged group and 77 percent of the older group indicated a definite much/some interest in learning more about estate planning. On the topic of wills both age groups indicated interest with the middle-aged group checking 24 percent much and 53.7 percent some as compared to 49.4 percent much and 29.1 percent some in the older group.

Homemakers in both age groups indicated a need for information on government programs serving families and the elderly. However, a

greater proportion of the respondents wanted some rather than much. In both age groups, approximately 50 percent wanted some compared to 32 percent wanting much. The older group designated 63 percent much and 28.8 percent some as compared to the middle-aged group marking 49 percent some and 26 percent much level of interest in learning more about social security benefits, medicare, and medicaid. Approximately 63 percent of the middle-aged group indicated a much/some need for finding job opportunities and 21 percent checked no interest at all. In the older group, 31.26 percent were interested in job opportunities and 37 percent indicated no interest and 27 percent felt the topic did not apply to them.

Group Five - Activity Related Topics

Planning recreational activities for family and self, learning about volunteer agencies to assist others, and organizing groups/activities for specific age groups comprise this group. Planning recreational activities for oneself was more of a much/some interest in the older group, with 77.32 percent responding than in the middle-aged group, with 69.44 percent responding. The opposite was true for planning recreational activities for family and friends. More of the middle-aged group, 81.48 percent, indicated an interest than did the older group (75 percent). Over 64 percent of both age groups denoted a much/some need for learning about volunteer agencies where they could be of service. Slightly over 20 percent of both groups also indicated no interest in learning more about volunteer agencies. However, it was noted in the previous discussion of use of leisure time that two-thirds of the homemakers were already involved in volunteer activities.

Homemakers seemed to be fairly interested in organizing groups and activities for members of their own age group. The middle-aged group indicated a much/some interest of 47.22 percent and 44.44 percent indicated no interest. The older group marked a much/some interest of 59.3 percent and 31.39 percent felt no interest at all.

Group Six - Coping Related Topics

Learning how to deal with funerals, developing skills for coping with loss such as death or divorce, and developing ways to cope with living alone are included in this group. Homemakers' responses in both age groups were similar for all topics in this group. Learning how to deal with funerals was a need rated much/some by 62.04 percent of the middle-aged group and 68.6 percent of the older group. Approximately 70 percent of both age groups indicated a much/some need in developing skills for coping with loss. More of the respondents in both age groups also indicated a need for some (over 40 percent) rather than much (7 percent for 34-54 group; 30 percent for 55 and above group) when considering ways to cope with living alone.

Group Seven - Security Related Topics

Learning how to prevent criminal attacks and learning how to recognize con games compose this group. Approximately 90 percent of both age groups indicated a much/some need for learning more about preventing criminal attacks. Approximately 92 percent of both age groups also indicated a much/some interest in learning how to recognize con games.

Respondents were also asked to list other topics which they were interested in or need more information about. Other topics homemakers

listed included health/life insurance, real estate basics, investing money wisely, managing a budget, ways to earn money at home, time and stress management, the legislative system and how it works, violence on television, saving energy in the home, effects of medications, minor repairs around the home, interior decorating, housing for the elderly, computers, ways to use the public library, cultural opportunities, safe travel for the elderly, needs of nursing home residents and the handicapped, alcohol and its effects, simple cooking techniques, microwaving, cake decorating, recipe ideas for holidays, vitamin/mineral supplements, sewing, care for out-of-season garments, and organizing family histories.

Chi Square Results for Hypothesis One

The first hypothesis postulated for the study was: There will be no significant differences in the programmatic needs and interests expressed by middle-aged and older extension homemakers. To test this hypothesis the Chi square test was utilized. The significance level of .05 was established as the acceptance level in this study. Twenty of the 26 program topics were shown to have a statistically significant difference in the interest/need level expressed between the 34 to 54 age group and the 55 and above age group. Table VII summarizes the data.

The program topic, Aging Process, showed a significant difference in the interest/need level of the two homemaker age groups at the .0001 level. The older group tended to indicate a stronger much interest/need level in learning about the aging process than did the middle-aged group. Also more of the middle-aged group implied no interest in the topic. As Havighurst (1972) and Duvall (1971) pointed out, one of the tasks of the older adult is to learn to adjust to the aging process.

TABLE VII
CHI SQUARE ANALYSIS OF AGE GROUPS AND INTEREST/NEED LEVEL
OF PROGRAM TOPICS IN HOME ECONOMICS

Program Topic	34 to 54 Group		55 and Above Group		χ^2	df	Significance Level
	N	%	N	%			
<u>Aging Process*</u>							
Much	18	16.67	69	40.83			
Some	65	60.19	79	46.75			
None	21	19.44	12	7.10			
Not applicable	4	3.70	0	0			
Another source	0	0	9	5.33	34.98	4	.0001
<u>Estate Planning</u>							
Much	31	28.70	77	45.83			
Some	58	53.70	56	33.33			
None	14	12.96	21	12.50			
Not applicable	3	2.78	1	.60			
Another source	2	1.85	13	7.74	17.89	4	.001
<u>Parenting/Grandparenting</u>							
Much	46	42.59	41	24.55			
Some	50	46.30	78	46.71			
None	9	8.33	28	16.77			
Not applicable	1	.93	17	10.18			
Another source	2	1.85	3	1.80	18.79	4	.0009
<u>Development Tasks of Older Adults*</u>							
Much	23	21.30	74	43.53			
Some	61	56.48	78	45.88			
None	16	14.81	15	8.82			
Not applicable	6	5.56	0	0			
Another source	2	1.85	3	1.76	22.41	4	.0002
<u>Wills</u>							
Much	26	24.07	85	50.30			
Some	58	53.70	50	29.59			
None	13	12.04	13	7.69			
Not applicable	1	.93	4	2.37			
Another source	10	9.26	17	10.06	23.26	4	.0001
<u>Recreational Activities for Self</u>							
Much	25	23.36	66	38.82			
Some	50	46.73	67	39.41			
None	25	23.36	21	12.35			
Not applicable	4	3.74	8	4.71			
Another source	3	2.80	8	4.71	11.14	4	.03
<u>Midlife Changes</u>							
Much	27	25.00	26	15.76			
Some	63	58.33	55	33.33			
None	17	15.74	58	35.15			
Not applicable	1	.93	22	13.94			
Another source	0	0	3	1.82	35.80	4	.0001
<u>Dealing with Funerals</u>							
Much	6	5.56	29	17.47			
Some	61	56.48	89	53.61			
None	31	28.70	27	16.27			
Not applicable	1	.93	3	1.81			
Another source	9	8.33	8	10.84	12.92	4	.01
<u>Volunteer Agencies</u>							
Much	12	11.21	41	24.70			
Some	60	56.07	70	42.17			
None	27	25.23	36	21.69			
Not applicable	3	2.80	5	3.01			
Another source	5	4.67	14	8.43	10.42	4	.03

TABLE VII (Continued)

Program Topic	34 to 54 Group		55 and Above Group		χ^2	df	Significance Level
	N	%	N	%			
<u>Organizing Groups and Activities</u>							
Much	8	7.41	42	25.30			
Some	43	39.81	60	36.14			
None	48	44.44	54	32.53			
Not applicable	4	3.70	6	3.61			
Another source	5	4.63	4	2.41	15.19	4	.004
<u>Intergenerational Concerns</u>							
Much	23	21.30	22	13.50			
Some	66	61.11	55	33.74			
None	11	10.19	50	30.67			
Not applicable	8	7.41	30	18.40			
Another source	0	0	6	3.68	34.97	4	.0001
<u>Preventing Criminal Attacks*</u>							
Much	34	31.48	82	48.81			
Some	64	59.26	75	42.86			
None	7	6.48	9	5.36			
Not applicable	0	0	0	0			
Another source	3	2.78	5	2.98	8.44	3	.04
<u>Coping with Living Alone</u>							
Much	8	7.41	51	30.18			
Some	49	45.37	69	40.83			
None	31	28.70	19	11.24			
Not applicable	20	18.52	29	17.16			
Another source	0	0	1	.59	28.19	4	.0001
<u>Government Programs Serving Families*</u>							
Much	24	22.22	61	36.75			
Some	60	55.56	80	48.19			
None	20	18.52	20	12.05			
Not applicable	4	3.70	3	1.81			
Another source	0	0	2	1.02	9.24	4	.05
<u>Government Programs Serving Elderly*</u>							
Much	21	19.44	77	35.83			
Some	65	60.19	73	43.45			
None	18	16.67	15	8.93			
Not applicable	4	3.07	0	0			
Another source	0	0	3	1.79	28.02	4	.0001
<u>Social Security Benefits</u>							
Much	28	26.17	108	63.53			
Some	53	49.53	49	28.82			
None	14	13.08	5	2.94			
Not applicable	11	10.28	0	0			
Another source	1	.93	8	4.71	56.52	4	.0001
<u>Caring for Self in Later Years*</u>							
Much	24	22.43	113	65.70			
Some	67	62.62	51	29.65			
None	10	9.35	6	3.49			
Not applicable	5	4.67	1	.58			
Another source	1	.93	1	.58	51.29	4	.0001
<u>Getting Along with Teenagers</u>							
Much	46	42.99	30	17.96			
Some	36	33.64	74	44.31			
None	13	12.15	32	19.16			
Not applicable	11	10.28	28	16.77			
Another source	1	.93	3	1.08	20.79	4	.0003

TABLE VII (Continued)

Program Topic	34 to 54 Group		55 and Above Group		χ^2	df	Significance Level
	N	%	N	%			
<u>Recognizing Con Games*</u>							
Much	38	35.51	95	56.55	12.59	4	.01
Some	61	57.01	64	38.10			
None	7	6.54	7	4.17			
Not applicable	1	.93	1	.60			
Another source	0	0	1	.60			
<u>Finding Job Opportunities</u>							
Much	31	28.97	18	10.65	31.28	4	.0001
Some	37	34.58	35	20.71			
None	23	21.50	65	38.46			
Not applicable	13	12.15	48	28.40			
Another source	3	2.80	3	1.78			

*Over 20 percent of the cells have counts of less than five; therefore, Chi square may not have been a valid test for these topics.

The interest/need level of the program topic, Estate Planning, was significant at the .001 level. There was a tendency for the older group to be much more interested in estate planning. The middle-aged group did respond with some interest/need level of the subject.

The Chi square test revealed a significant association in the interest/need level of the age groups and the program topic, Parenting and Grandparenting, at the .0009 level. More of the middle-aged group leaned toward a much need/interest level, whereas more of the older group implied the topic was not applicable to them. The older group has probably had more parenting experiences and felt better qualified.

The program topic, Developmental Needs of Older Adults, exhibited a significant difference in the interest/need level of the two homemaker age groups at the .0002 level. The older group was more inclined to be much more interested in this topic than the middle-aged group. The 55 and above age group was currently discovering the needs of older adults.

The interest/need level of the program topic, Wills, was significant at the .0001 level. The older group tended to indicate a much stronger need level. The middle-aged group responded with a some need level.

The Chi square test revealed a significant association in the interest/need level of the age groups and the program topic, Recreational Activities for Self, at the .03 level. The older group cast a stronger interest in planning recreational activities for oneself than did the middle-aged group. Also more of the middle-aged group indicated that the subject was of no interest to them. This data would seem to substantiate the Kaluger and Kaluger (1974) study which indicated during the middle years the individual is more involved in expanding friendships, business contacts, and club activities, therefore, less time is allowed for self recreation.

The program topic, Midlife Changes, showed a significant difference in the need/interest level of the two age groups at the .0001 level. The middle-aged group indicated a higher interest in learning about midlife changes. The older group felt no interest or that the subject was not applicable. This topic would seem to be more applicable to the 34 to 54 age group since they are probably currently experiencing this stage of life.

The interest/need level of the program topic, Dealing with Funerals, revealed a significant difference in the two groups ($p < .01$). The older group was inclined to be much more interested in studying about funerals than the middle-aged group. Duvall (1971) noted that one of the developmental tasks of the later years is adjusting to bereavement and widowhood.

The Chi square test revealed a significant association ($p < .03$) in the interest/need level of the age groups and the program topic, Volunteer Agencies. The older group responded with a much/some need in learning about volunteer agencies where they could be of service.

The program topic, Organizing Groups and Activities, showed a significant difference in the interest/need level of the two age groups at the .004 level. The older group revealed much more interest in learning how to organize activities and groups for one's own age level than did the middle-aged group. As research points out, the older person has more time to dedicate to organizing groups and participating in activities as they adjust to retirement years (Duvall, 1971).

The interest/need level of the program topic, Intergenerational Concerns, showed a significant difference between the two groups ($p < .0001$). The middle-aged group had a tendency to exhibit more of a some need level for learning about intergenerational concerns. More of the older group implied that the subject was of no interest to them. Havighurst (1972) specified that one of the developmental tasks of the middle years was adjusting to aging parents.

The Chi square test revealed a significant difference ($p < .04$) in the interest/need level of the two age groups and the program topic, Preventing Criminal Attacks. The older group indicated a higher interest in learning how to prevent criminal attacks than the middle-aged group. However, the middle-aged group did have some interest in the subject.

The program topic, Coping with Living Alone, revealed a significant difference in the interest/need level of the two age groups at the .0001 level. The older group was more inclined to exhibit a much need level

to learn about this subject. More of the middle-aged group indicated the subject was of no interest to them. This is not surprising since 97 percent of the middle-aged group are married.

The interest/need level of the program topic, Government Programs Serving Families, revealed a significant difference in the two groups ($p < .05$). The older group were more prone to indicate an interest in learning about the federal, state, or local programs serving families than the middle-aged group.

The Chi square test showed a significant difference ($p < .0001$) in the interest/need level of the two age groups and the program topic, Government Programs Serving the Elderly. There was a tendency for the older group to indicate a higher much need level than the middle-aged group. This is not unusual since the subject is more concerned with an elderly audience. Sixty-two percent of the older group were retired and having to adjust to reduced incomes.

The program topic, Social Security Benefits, showed a significant difference in the interest/need level of the two age groups at the .0001 level. The older group showed more interest in learning about social security benefits. The middle-aged group responded with some need level.

The interest/need level of the program topic, Caring for Self in Later Years, revealed a significant difference ($p < .0001$) in the two groups. This subject revealed a higher much need level for the older group. A some need level tended to be indicated by the middle-aged group.

The Chi square test revealed a significant difference ($p < .0003$) in the interest/need level of the age groups and the program topic, Getting Along with Teenagers. The middle-aged group were more prone to

indicate a much need level to learn about this subject than the older group. One of the tasks for the middle years is assisting teenagers in becoming responsible, happy adults according to Havighurst (1972). Also approximately 88 percent of the older group had children 20 years of age and above.

The program topic, Recognizing Con Games, showed a significant difference ($p < .01$) in the interest/need level of the two age groups. The older group tended to indicate a stronger much need level and the middle-aged group indicated more of a some need level.

The interest/need level of the program topic, Finding Job Opportunities, revealed a significant difference ($p < .0001$) in the two groups. The middle-aged group tended to indicate more of a much interest level while more of the older group implied the subject was not applicable or of no interest. Over 60 percent of the homemakers in the older group were currently retired.

Program topics that were not significant included Getting Along with Family Members, Surviving Family Crises, Coping with Loss, Recreational Activities for Family and Friends, Benefits of Exercise, and Nutritional Needs and Age.

Therefore, the hypothesis that there will be no significant differences in the programmatic needs and interests expressed by middle-aged and older extension homemakers is not accepted.

Chi Square Results for Hypothesis Two

The second hypothesis stated: There will be no association between expressed program needs of the older extension homemaker and the following variables: (a) educational level; (b) marital status; (c) income;

(d) employment status; (e) number of family members; (f) place of residence. To test the hypothesis the Chi square test was utilized. The results of the Chi square tests showed that over five percent of the cells had expected counts of less than five. There was a notation that due to the sparse tables there should be a reservation regarding the results of the tests. Only the results of those responses which showed a significant association are included in the text.

Educational Level

For statistical testing purposes, the variable educational level was collapsed into five categories: (1) less than high school, (2) high school graduate, (3) some college, (4) college graduate, and (5) business or trade.

As shown in Table VIII, the Chi square analysis indicated that educational level had a significant association with the expressed program topic need levels of parenting/grandparenting, recreational activities for self, and coping with living alone.

Educational level was found to be related to the program topic of Parenting and Grandparenting at the .04 significance level. High school graduates and those with some college more often responded with much interest/need level in this subject than did respondents in other educational levels.

The program topic, Recreational Activities for Self, and educational level showed a significant association at the .006 level. The high school graduates and those with some college identified a higher need level in learning about the topic. Respondents with educational experience in business or trade felt the subject would be of some interest to them.

TABLE VIII

CHI SQUARE ANALYSIS OF EDUCATIONAL LEVEL AND EXPRESSED PROGRAM TOPIC
NEED/INTEREST LEVEL OF RESPONDENTS AGE 55 AND ABOVE

Program Topic	Level of Need/Interest									
	Much		Some		None		Not Applicable		Another Source	
	N	%	N	%	N	%	N	%	N	%
<u>Parenting/Grandparenting*</u>										
Less than high school**	6	23.08	15	57.69	4	15.38	1	3.85	0	0
Highschool graduate**	17	29.31	26	44.83	12	20.69	2	3.45	1	1.72
Some college	11	29.73	15	40.54	6	16.22	5	13.51	0	0
College graduate	2	8.70	9	39.13	3	13.04	7	30.43	2	8.70
Business or trade**	5	21.74	13	56.52	3	13.04	2	8.70	0	0
Chi Square = 27.09, df = 16, Significance Level = .04										
<u>Recreational Activities for Self*</u>										
Less than high school**	10	35.71	10	35.71	4	14.29	4	14.29	0	0
Highschool graduate	27	45.76	26	44.07	3	5.08	1	1.69	2	3.39
Some college	17	45.95	13	35.14	2	5.41	2	5.41	3	8.11
College graduate**	8	36.36	7	31.28	4	18.18	0	0	3	13.64
Business or trade	4	16.67	11	45.83	8	33.33	1	4.17	0	0
Chi Square = 33.72, df = 16, Significance Level = .006										
<u>Coping with Living Alone*</u>										
Less than high school	15	51.72	9	31.03	1	3.45	4	13.79	0	0
Highschool graduate	20	33.90	22	37.29	7	11.86	10	16.95	0	0
Some college**	6	16.67	20	55.56	1	2.78	9	25.00	0	0
College graduate**	3	13.64	11	50.00	4	18.18	3	13.64	1	4.55
Business or trade**	7	30.43	7	30.43	6	26.09	3	13.04	0	0
Chi Square = 30.62, df = 16, Significance Level = .02										

*Over 20 percent of the cells have counts of less than five; therefore, Chi square may not have been a valid test for these topics.

**Data of one respondent is missing in these categories.

The interest/need level of the Coping with Living Alone program topic and educational level were significant at the .02 level. Respondents with less than high school, high school graduates, and business or trade indicated a higher tendency for much interest/need level in learning about this subject. Approximately half of the group with some college and the college graduates indicated some interest/need level.

Marital Status

Examination of Table IX shows that marital status was grouped into four categories of single, married, divorced, and widowed. The Chi square analysis revealed that marital status was significantly associated with need/interest levels and the topics of parenting/grandparenting, recreational activities for self, family and friends, midlife changes, dealing with funerals, intergenerational concerns, government programs serving families and the elderly, surviving family crises, caring for self in later years, getting along with family members, getting along with teenagers, and finding job opportunities. The fact that 67 percent of the homemakers were married may have been a factor in the results.

Marital status was found to be significantly ($p < .009$) associated to the program topic of Parenting and Grandparenting. Almost half of the respondents married or widowed tended to imply that the subject was at least of a some need/interest level.

The program topic, Recreational Activities for Self, and marital status showed a significant association ($p < .0001$). Respondents who were widowed tended to indicate a higher need/interest level of much and married respondents indicated a higher level of some interest.

TABLE IX

CHI SQUARE ANALYSIS OF MARITAL STATUS AND EXPRESSED
PROGRAM TOPIC NEED/INTEREST OF RESPONDENTS
AGE 55 AND ABOVE

Program Topic	Level of Need/Interest									
	Much		Some		None		Not Applicable		Another Source	
	N	%	N	%	N	%	N	%	N	%
<u>Parenting/Grandparenting*</u>										
Single	0	0	0	0	1	25.00	3	75.00	0	0
Married	30	25.86	56	48.28	21	18.10	7	6.03	2	1.72
Divorced	1	100.00	0	0	0	0	0	0	0	0
Widowed**	10	21.74	22	47.83	6	13.04	7	15.22	1	2.17
			Chi Square = 26.62, df = 12, Significance Level = .009							
<u>Recreational Activities for Self*</u>										
Single	1	25.00	1	25.00	1	25.00	0	0	1	25.00
Married**	40	34.78	53	46.09	12	10.43	8	6.96	2	1.74
Divorced	0	0	0	0	0	0	0	0	1	100.00
Widowed**	25	50.00	13	26.00	8	16.00	0	0	4	50.00
			Chi Square = 38.32, df = 12, Significance Level = .0001							
<u>Recreational Activities for Family and Friends*</u>										
Single	0	0	2	50.00	1	25.00	0	0	1	25.00
Married**	34	30.36	54	48.21	19	16.96	4	3.57	1	.89
Divorced	0	0	0	0	0	0	0	0	1	100.00
Widowed	15	29.41	24	47.06	7	13.73	2	3.92	3	5.88
			Chi Square = 36.98, df = 12, Significance Level = .0002							
<u>Midlife Changes*</u>										
Single	0	0	1	25.00	1	25.00	2	50.00	0	0
Married**	23	20.72	41	36.94	32	28.83	15	13.51	0	0
Divorced	0	0	1	100.00	0	0	0	0	0	0
Widowed	3	6.12	13	26.53	25	51.02	6	12.24	2	2.08
			Chi Square = 72.66, df = 12, Significance Level = .0001							
<u>Dealing with Funerals*</u>										
Single	0	0	1	25.00	1	25.00	1	25.00	1	25.00
Married**	28	24.56	61	53.51	15	13.16	2	1.75	8	7.02
Divorced	0	0	1	100.00	0	0	0	0	0	0
Widowed**	1	2.13	26	55.32	11	23.40	0	0	9	19.15
			Chi Square = 32.18, df = 12, Significance Level = .001							
<u>Intergenerational Concerns*</u>										
Single	0	0	0	0	1	25.00	3	75.00	0	0
Married**	17	15.45	45	40.91	25	22.73	20	18.18	3	2.73
Divorced	0	0	0	0	0	0	0	0	1	100.00
Widowed**	5	10.42	10	20.83	24	50.00	7	14.58	2	33.33
			Chi Square = 48.70, df = 12, Significance Level = .0001							

TABLE IX (Continued)

Program Topic	Level of Need/Interest									
	Much		Some		None		Not Applicable		Another Source	
	N	%	N	%	N	%	N	%	N	%
<u>Government Programs Serving Families*</u>										
Single	1	25.00	1	25.00	1	25.00	0	0	1	25.00
Married**	51	45.13	49	43.36	12	10.62	0	0	1	.88
Divorced	0	0	1	100.00	0	0	0	0	0	0
Widowed**	9	18.75	29	60.42	7	14.58	3	6.25	0	0
Chi Square = 37.93, df = 12, Significance Level = .0002										
<u>Government Programs Serving Elderly*</u>										
Single	1	25.00	2	50.00	0	0	0	0	1	25.00
Married**	58	50.88	45	39.47	10	8.77	0	0	1	.88
Divorced	0	0	1	100.00	0	0	0	0	0	0
Widowed**	18	36.73	25	51.02	5	10.20	0	0	1	2.04
Chi Square = 17.36, df = 9, Significance Level = .04										
<u>Surviving Family Crises*</u>										
Single	1	25.00	2	50.00	0	0	0	0	1	25.00
Married**	44	39.64	57	51.35	5	4.50	4	3.60	1	.90
Divorced	1	100.00	0	0	0	0	0	0	0	0
Widowed**	10	20.41	25	51.02	9	18.37	3	6.12	2	4.08
Chi Square = 24.52, df = 12, Significance Level = .01										
<u>Caring for Self in Later Years*</u>										
Single	1	25.00	2	50.00	0	0	0	0	1	25.00
Married	72	62.07	41	35.34	3	2.59	0	0	0	0
Divorced	1	100.00	0	0	0	0	0	0	0	0
Widowed	39	76.47	8	15.69	3	5.88	1	1.96	0	0
Chi Square = 53.54, df = 12, Significance Level = .0001										
<u>Getting Along with Family Members*</u>										
Single**	0	0	3	75.00	0	0	0	0	0	0
Married**	36	32.14	48	42.86	17	15.18	10	8.93	1	.89
Divorced	0	0	0	0	0	0	0	0	1	100.00
Widowed	12	23.53	26	50.98	5	9.80	5	9.80	3	5.88
Chi Square = 41.25, df = 12, Significance Level = .0001										
<u>Getting Along with Teenagers*</u>										
Single**	0	0	3	75.00	0	0	0	0	0	0
Married**	21	18.58	53	46.90	18	15.93	21	18.58	0	0
Divorced	0	0	0	0	0	0	0	0	1	100.00
Widowed**	9	18.00	18	36.00	14	28.00	7	14.00	2	4.00
Chi Square = 65.90, df = 12, Significance Level = .0001										
<u>Finding Job Opportunities*</u>										
Single	1	25.00	0	0	3	75.00	0	0	0	0
Married**	14	12.39	26	23.01	39	34.51	32	28.32	2	1.77
Divorced	0	0	0	0	0	0	0	0	1	100.00
Widowed	3	5.88	9	17.65	23	45.10	16	31.37	0	0
Chi Square = 63.57, df = 12, Significance Level = .0001										

*Over 20 percent of the cells have counts of less than five; therefore, Chi square may not have been a valid test of these topics.

**Data ranging from one to five respondents were missing in these categories.

The interest/need level of Recreational Activities for Family and Friends and marital status were significantly associated ($p < .0002$). Approximately one-half of the married, single, and widowed respondents revealed some need level in this subject area.

Marital status was found to be associated to the program topic of Midlife Changes ($p < .001$). Married respondents were more prone to indicate a much interest/need level whereas widowed respondents leaned toward no interest/need level in the subject.

The program topic, Dealing with Funerals, and marital status showed a significant association at the .001 level. A higher percentage of married respondents were inclined to identify a much interest/need level.

The Intergenerational Concerns program topic and marital status were significantly associated ($p < .0001$). Married respondents tended to indicate a higher much/some interest level whereas half of the widowed respondents leaned toward a no interest level.

Marital status was found to be associated with the program topic areas, Government Programs Serving Families ($p < .0002$) and Government Programs Serving the Elderly ($p < .04$). In both cases married respondents were more prone to denote a much need/interest level and widowed respondents were inclined toward a some level of interest.

The program topic, Surviving Family Crises, and marital status showed a significant association at the .01 level. Married respondents were more prone to indicate a much interest/need level in learning how to deal with family crises.

The Caring for Self in Later Years program topic and marital status were significantly associated ($p < .0001$). More than half of the respondents married or widowed tended to indicate a much interest/need level.

Marital status was found to be associated with the program topic of Getting Along with Family Members ($p < .0001$). Married respondents were more inclined to imply a much interest/need level whereas widowed respondents leaned toward a some interest level.

The program topic, Getting Along with Teenagers, and marital status showed a significant association at the .0001 level. Respondents that were married tended to indicate a higher much/some interest level in learning about this subject.

Finding Job Opportunities and marital status were significantly associated ($p < .0001$). Widowed respondents were more inclined to imply less interest in the subject or feel the subject was not applicable. A majority of the homemakers in the age group (62 percent) were already retired.

Income

Income was arranged into the levels of under \$8,000; \$8,000 to \$9,999; \$10,000 to \$11,999; \$12,000 to \$13,999; \$14,000 to \$15,999; \$16,000 to \$17,999; \$18,000 to \$19,999; and over \$20,000. As shown in Table X, the Chi square analysis indicated that income level had a significant association with expressed program topic need levels of estate planning and preventing criminal attacks.

Income level was found to be associated with the program topic of Estate Planning ($p < .05$). Respondents with incomes of \$18,000 or more tended to indicate a stronger much need/interest level in this subject.

The program topic, Preventing Criminal Attacks, and income level showed a significant association at the .05 level. Over half of the respondents with incomes of \$16,000 or above were more prone to indicate an interest in learning about this topic.

TABLE X
CHI SQUARE ANALYSIS OF INCOME AND EXPRESSED PROGRAM TOPIC
NEED/INTEREST OF RESPONDENTS AGE 55 AND ABOVE

Program Topic	Level of Need/Interest									
	Much		Some		None		Not Applicable		Another Source	
	N	%	N	%	N	%	N	%	N	%
<u>Estate Planning*</u>										
Under \$8,000**	6	37.50	3	18.75	5	31.25	0	0	2	12.50
\$8,000-9,999	1	7.14	8	57.14	3	21.43	0	0	2	14.29
\$10,000-11,999	2	50.00	2	50.00	0	0	0	0	0	0
\$12,000-13,999	5	38.46	6	46.15	2	15.38	0	0	0	0
\$14,000-15,999**	4	44.44	2	22.22	2	22.22	0	0	1	11.11
\$16,000-17,999**	2	25.00	5	62.50	1	12.50	0	0	0	0
\$18,000-19,999	8	47.06	5	29.41	1	5.88	0	0	3	17.56
Over \$20,000	47	60.26	21	26.92	5	6.41	0	0	5	6.41
Chi Square = 32.17, df = 21, Significance Level = .05										
<u>Preventing Criminal Attacks*</u>										
Under \$8,000**	7	43.75	8	50.00	1	6.25	0	0	0	0
\$8,000-9,999	4	28.57	8	57.14	2	14.29	0	0	0	0
\$10,000-11,999	0	0	3	75.00	0	0	0	0	1	25.00
\$12,000-13,999	3	23.08	8	61.54	2	15.38	0	0	0	0
\$14,000-15,999**	3	37.50	4	50.00	1	12.50	0	0	0	0
\$16,000-17,999	5	55.56	2	22.22	1	11.11	0	0	1	11.11
\$18,000-19,999	6	35.29	11	64.71	0	0	0	0	0	0
Over \$20,000**	46	59.74	26	33.77	2	2.60	0	0	3	3.90
Chi Square = 32.60, df = 21, Significance Level = .05										

*Over 20 percent of the cells have counts of less than five; therefore, Chi square may not have been a valid test of these topics.

**The data of one or two respondents were missing in these categories.

Employment Status

Employment status in Table XI is presented as employed and non-employed. The Chi square analysis of employment status revealed a significant association of need/interest levels and intergenerational concerns and getting along with family members.

Employment status was found to be associated with the program topic of Intergenerational Concerns ($p < .05$). Employed respondents tended to indicate a higher some interest/need level in learning about this subject.

The program topic, Getting Along with Family Members, and employment status showed a significant association at the .03 level. Employed respondents were more prone to identify a some interest/need level and non-employed were more inclined to identify a much interest level.

Number of Family Members

Due to the small percentage distribution in some cells when actual number of family members were represented, this variable was nominally grouped into the following categories: (1) one to two family members, (2) three family members, and (3) four or more family members. Table XII indicates the Chi square analysis of number of family members which revealed a significant association of need/interest levels and dealing with funerals, intergenerational concerns, and social security benefits.

The program topic, Dealing with Funerals, and number of family members showed a significant association at the .01 level. Respondents with three family members tended to indicate a higher much interest/need

TABLE XI
CHI SQUARE ANALYSIS OF EMPLOYMENT STATUS AND
EXPRESSED PROGRAM TOPIC NEED/INTEREST OF
RESPONDENTS AGE 55 AND ABOVE

Program Topic	Level of Need/Interest									
	Much		Some		None		Not Applicable		Another Source	
	N	%	N	%	N	%	N	%	N	%
<u>Intergenerational Concerns*</u>										
Employed**	2	7.41	15	55.56	8	29.63	1	3.70	1	3.70
Non-employed**	20	14.71	40	29.41	42	30.88	29	21.32	5	3.68
	Chi Square = 9.26, df = 4, Significance Level = .05									
<u>Getting Along with Family Members*</u>										
Employed**	6	22.22	14	51.85	4	14.81	0	0	3	11.11
Non-employed**	42	30.00	63	45.00	18	12.86	15	10.71	2	1.43
	Chi Square = 10.75, df = 4, Significance Level = .03									

*Over 20 percent of the cells have counts of less than five; therefore, Chi square may not have been a valid test of these topics.

**The data ranging from one to eight respondents were missing in these categories.

TABLE XII

CHI SQUARE ANALYSIS OF NUMBER OF FAMILY MEMBERS
AND EXPRESSED PROGRAM TOPIC NEED/INTEREST OF
RESPONDENTS AGE 55 AND ABOVE

Program Topic	Level of Need/Interest									
	Much		Some		None		Not Applicable		Another Source	
	N	%	N	%	N	%	N	%	N	%
<u>Dealing with Funerals*</u>										
1-2 members**	5	8.93	27	48.21	15	26.79	1	1.79	8	14.29
3 members**	15	30.61	23	46.94	5	10.20	0	0	6	12.24
4 or more members**	9	14.75	39	63.93	7	11.48	2	3.28	4	6.56
			Chi Square = 18.49, df = 8, Significance Level = .01							
<u>Intergenerational Concerns*</u>										
1-2 members**	6	10.53	13	22.81	25	43.86	11	19.30	2	3.51
3 members**	5	10.42	18	37.50	12	25.00	9	18.75	4	8.33
4 or more members**	11	18.97	24	41.38	13	22.41	10	17.24	0	0
			Chi Square = 15.28, df = 8, Significance Level = .05							
<u>Social Security Benefits*</u>										
1-2 members**	38	65.52	12	20.69	5	8.62	0	0	3	5.17
3 members	29	58.00	20	40.00	0	0	0	0	1	2.00
4 or more members**	41	66.13	17	27.42	0	0	0	0	4	6.45
			Chi Square = 14.75, df = 6, Significance Level = .02							

*Over 20 percent of the cells have counts of less than five; therefore, Chi square may not have been a valid test of these topics.

**Data ranging from one to five respondents were missing these categories.

level in dealing with funerals. Homemakers with four or more family members were inclined toward a some level of interest.

Number of family members was found to be associated with the program topic Intergenerational Concerns ($p < .05$). Respondents with three or more family members were more prone to denote a much/some interest level. Families with one or two members leaned toward a none interest/need level in this subject. Since these respondents' families were smaller, there might have been less of a chance for intergenerational concerns to emerge.

The interest/need level of Social Security Benefits and number of family members were significantly associated ($p < .02$). Over half of the respondents with families of one to two members, three members, and four or more members revealed much interest/need level in this subject.

Place of Residence

The variable place of residence was grouped into the following four categories: (1) farm, (2) country - not farm, (3) town of 5,000 or less, and (4) town greater than 5,000. As shown in Table XIII, the Chi square analysis indicated that place of residence had a significant association with expressed program topic need levels of estate planning, preventing criminal attacks, social security benefits, and caring for self in later years.

Place of residence was found to be associated with the program topic of Estate Planning ($p < .03$). Respondents who lived on a farm tended to indicate a higher much interest/need level.

The program topic, Preventing Criminal Attacks, and place of residence showed a significant association at the .02 level. More

TABLE XIII

CHI SQUARE ANALYSIS OF PLACE OF RESIDENCE AND EXPRESSED PROGRAM
TOPIC NEED/INTEREST OF RESPONDENTS AGE 55 AND ABOVE

Program Topic	Level of Need/Interest									
	Much		Some		None		Not Applicable		Another Source	
	N	%	N	%	N	%	N	%	N	%
<u>Estate Planning*</u>										
Farm	33	60.00	14	25.45	4	7.27	1	1.82	3	5.45
Country-not farm	4	33.33	5	41.67	2	16.67	0	0	1	8.33
Town 5,000 or less	3	27.27	3	27.27	1	9.09	0	0	4	36.36
Town over 5,000**	36	40.45	34	38.20	14	15.73	0	0	5	5.62
			Chi Square = 22.95, df = 12, Significance Level = .03							
<u>Preventing Criminal Attacks*</u>										
Farm	34	61.82	17	30.91	2	3.64	0	0	2	3.64
Country-not farm	4	33.33	4	33.33	2	16.67	0	0	2	16.67
Town 5,000 or less	5	45.70	45	50.56	5	5.62	0	0	0	0
Town over 5,000**	38	42.70	45	50.56	5	5.62	0	0	1	1.12
			Chi Square = 19.55, df = 9, Significance Level = .02							
<u>Social Security Benefits*</u>										
Farm**	32	59.26	20	37.04	0	0	0	0	2	3.70
Country-not farm**	4	36.36	6	54.55	0	0	0	0	1	9.09
Town 5,000 or less	7	63.64	2	18.18	0	0	0	0	2	18.18
Town over 5,000	64	68.82	21	22.58	5	5.38	0	0	3	3.23
			Chi Square = 16.59, df = 9, Significance Level = .05							
<u>Caring for Self in Later Years*</u>										
Farm	37	67.27	16	29.09	1	1.82	0	0	1	1.82
Country-not farm	3	25.00	8	66.67	0	0	0	0	1	8.33
Town 5,000 or less	8	72.73	3	27.27	0	0	0	0	0	0
Town over 5,000	65	69.89	23	24.73	5	5.38	0	0	0	0
			Chi Square = 27.30, df = 12, Significance Level = .007							

*Over 20 percent of the cells have counts of less than five; therefore, Chi square may not have been a valid test of these topics.

**Data ranging from one to four respondents were missing in these categories.

respondents who lived on farms were prone to identify a much interest/need level on this subject. Farm residences may be less protected than town residences from such attacks.

The interest/need level of the Social Security Benefits program topic and place of residence were significantly associated ($p < .05$). Respondents living in town were more inclined to designate a much interest/need level in learning about the subject.

Place of residence was found to be associated with the program topic of Caring for Self in Later Years ($p < .007$). Respondents living on a farm or in town tended to indicate a higher much interest/need level.

Summary

A summary of the data collected has been presented in this chapter. Also included was a description of the sample and a discussion of the hypotheses. Frequency distributions provided analysis of data for four areas: (1) background characteristics of the respondents, (2) sources of information used by the respondents to keep current, (3) reported use of leisure time by respondents, and (4) preferred methods of receiving home economics information. The two hypotheses were tested by Chi square analysis. The first hypothesis compared the expressed program needs and interests of middle-aged homemakers (34 to 54 years of age) and of older homemakers (55 and above years of age). The second hypothesis dealt with the association of the expressed need/interest level of homemakers age 55 and above and the following variables: (a) educational level, (b) marital status, (c) income level, (d) employment status, (e) number of family members, and (f) place of residence.

According to Chi square analysis, both hypothesis one and hypothesis two were not accepted.

The next chapter will present a discussion of the findings, conclusions, and recommendations for further research.

CHAPTER V

SUMMARY AND RECOMMENDATIONS

This study investigated the educational needs and interests of middle-aged and older homemakers in the area of family life and assessed their preferences of receiving educational information with extension home economics programming in mind.

The review of literature included information on the Cooperative Extension Service, extension home economics programs, developmental tasks related to middle-age and later adulthood as well as concerns related to the older person and educational implications.

Homemakers in Canadian County, Oklahoma, involved in the Cooperative Extension Homemaker program aged 34 and above made up the population for this study. A total of 280 homemakers participated. The sample was divided into a middle-aged group (34-54 years of age) and an older group (55 and above years of age). Data was collected using structured questionnaires developed by the researcher. A total of 480 questionnaires were distributed in late September, 1983. Usable returned questionnaires were received from 108 middle-aged homemakers and 172 older homemakers.

The questionnaire was designed to elicit information regarding demographic data, preferences of programming methods, and perceived programmatic needs and interests of homemakers in family life home economics topics. Pretesting of the questionnaire was done with

homemakers not included in the study. The data was collected, tabulated and submitted to the Oklahoma State University Computer Center for analysis.

Major Findings and Conclusions

One objective and hypothesis of the study was to determine the programmatic needs and interests of middle-aged and older homemakers and determine if there was a significant association between the two age groups and their expressed needs. The Chi square analysis indicated that there was a significant difference in the interest/need level of the middle-aged and older homemakers in 20 out of a total of 26 program topics.

The older homemaker tended to indicate a higher need or interest level in learning about the following program topics: aging process, estate planning, developmental needs of older adults, wills, recreational activities for self, dealing with funerals, organizing groups and activities for own age group, volunteer agencies, preventing criminal attacks, coping with living alone, government programs serving the elderly and families, social security benefits, caring for self in later years and recognizing con games.

The middle-aged homemaker tended to be more interested in learning about the program topics including: parenting and grandparenting, midlife changes, intergenerational concerns, getting along with teenagers and finding job opportunities.

Havighurst (1972) and Duvall (1971) stated specific developmental tasks in the literature review which are of vital concern to persons in the middle years and later adulthood. The findings of this present

study tended to substantiate that the interest or need level in the specific program topic area were related to the various developmental tasks of that age group.

The findings also seem to indicate that middle-age and older homemakers had a high desire to learn more about home economics topics related to family life which in turn can assist them in being better prepared to deal with changes encountered in the later years. The data would seem to support the Aslanian and Buckell study (1980) which noted that adults desired to learn to cope with transitions in family, career, and leisure time.

A second hypothesis of the study examined the association between expressed program needs of the older extension homemaker and personal variables of education level, marital status, income level, employment status, number of family members, and place of residence. These variables did have a significant association with the need or interest levels of the older homemaker and certain program topics.

Educational level was found to have a significant association with the interest/need level in the program topics of parenting and grandparenting, recreational activities for self, and coping with living alone. Respondents with at least a high school education were more interested in the subjects.

Marital status was significantly associated with the need level of the program topics including parenting/grandparenting, recreational activities for self, family and friends, midlife changes, dealing with funerals, intergenerational concerns, government programs serving the elderly and families, caring for self in later years, getting along with family members and teenagers, and finding job opportunities. Married respondents tended to indicate a higher level of interest.

Income was found to have a significant association with the need level in the program topics of estate planning and preventing criminal attacks. Respondents with higher incomes tended to be more interested in these subjects.

Employment status was significantly associated with the need level of the program topics including intergenerational concerns and getting along with family members. Employed respondents tended to indicate more of a need to learn about these topics.

Number of family members was found to have a significant association with the need/interest level in the program topics of dealing with funerals, intergenerational concerns, and social security benefits. Respondents with three or more family members tended to be more interested in those subjects.

Place of residence was significantly associated with the need level of the program topics including estate planning, preventing criminal attacks, social security benefits, and caring for self in later years. Respondents living on a farm tended to indicate a higher interest in all topics except social security benefits. The respondents living in town were more interested in learning about social security.

Another objective of the study was to determine the method preference for delivery of program information. An analysis of data showed homemakers preferred newsletters and printed material most for receiving information. Workshops, shortcourses, and extension homemaker lessons were the most preferred type of meeting. Newspaper and special interest meetings were another preference of over one-third of the homemakers. To reach the homemakers with educational information, programming can continue in various styles of meetings.

Program Implications and Recommendations

Older persons reside in every county in Oklahoma and the numbers are growing. The data indicated that the older and middle-aged homemaker have a high interest and need level to learn more about family life programming. Educators in Cooperative Extension are in a position to assist these older homemakers.

The study revealed that program topic interests could be related to the current developmental life cycle the respondents were experiencing. By evaluating the developmental stages and tasks to be accomplished in each stage, educators can anticipate or target in on program areas in family life and other home economics subjects that specific age groups of clientele may be ready to learn about. Older persons may voice their needs, or a program planning committee that includes representatives of older families along with others who understand the special tasks of later adulthood may assist in determining program needs. Priority needs could be determined and home economics programs organized into sequential patterns planned to meet those needs. If educators feel a lack of adequate teaching background in family life topics, then updating at the professional level needs to be done.

Havighurst (1956, p. 1) stated that "the goal of adult education is to help people live better." As people grow older their need for continued education does not end. Data in this study indicated that persons in later life still have a high interest and need to learn about subjects which will help them become better prepared to cope with the struggles and problems of growing older. The data would seem to support the Aslanian and Buckell study (1980) which stated adults desired to learn in order to cope with life changes. Changes still

continue to occur in later life and educators need to incorporate programs which will assist people of all ages in developing an understanding of the aging process so that more desirable attitudes toward and better preparation for old age will ensue.

Along with determining program needs and interests, educators should look at preferred program delivery methods of clientele for receiving educational information. Newsletters, printed materials, shortcourses, workshops, and lessons are just a few of the more effective methods of extending information indicated by this study. Extension professionals should continue to promote home economics programs with available media as opportunities arise. A public relations and awareness plan should be considered. In programming to meet the needs and interests of the older adult, educators need to be creative in advertising the program and making the public aware of its existence. Announcements of programs through publications of libraries, museums, churches, senior citizen centers, employers, and other voluntary associations may be one way to reach potential learners. Educators can also reach more potential clientele by working in cooperation with other groups such as employers, professional associations and recreational clubs to further extend the educational program.

As our society continues to grow older, new challenges will be faced by educators to assist families with problems they encounter with life changes to help establish a more satisfactory quality of life. The researcher makes the following final recommendations:

1. Other studies be designed and implemented to investigate the program needs and interests of older families in other specific subject matter areas of home economics.

2. Studies be designed to compare responses of families involved in extension to families not involved in extension to help determine the effectiveness of Cooperative Extension programming for older families.

3. Other studies be made on use of educational methods and transport media for teaching older families more effectively.

4. Other studies investigate the cooperation of various formal and informal educational agencies and their effectiveness for meeting the learning demands of older families.

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APPENDIX

APPENDIX A

COVER LETTER

215 S. Evans, Apt. 1
El Reno, Oklahoma
September 19, 1983

Dear Extension Homemaker:

May I request just 10 to 15 minutes of your time to complete the enclosed questionnaire? I am conducting research on needs and interests of middle-aged and older homemakers like yourself. This research will aid in providing better programs for families in Canadian County.

In addition to helping me do a better job as an Extension Home Economist with the Cooperative Extension Programs, the information you provide will help fulfill my graduate degree requirements at Oklahoma State University. I hope you will assist me and take part in this study.

Your name and responses will be confidential. Numbers are used only to identify those who have responded.

Many of the questions may be answered by checking the appropriate statement. Others require a written answer. Please be as complete and accurate as possible.

Thank you for your time and effort in supplying this information. Your cooperation and help is truly appreciated. The questionnaire should be completed and returned in the enclosed envelope by October 24. If you have any questions, please feel free to contact me. Thank you for your assistance.

Sincerely,

Karla J. Combs
Extension Home Economist
Canadian County

Althea Wright
Associate Professor
Family Relations and
Child Development

Enclosure

APPENDIX B

QUESTIONNAIRE

QUESTIONNAIRE

The following questions are concerned with general information about you and your family. Please check the statement that most accurately reflects your situation.

1. How many years have you been a member of an Extension Homemaker Group?

<input type="checkbox"/> Less than 1 year	<input type="checkbox"/> 21-30 years
<input type="checkbox"/> 1-3 years	<input type="checkbox"/> 31-40 years
<input type="checkbox"/> 4-9 years	<input type="checkbox"/> Over 40 years
<input type="checkbox"/> 10-20 years	

2. Your age is:

☐ 34-54
☐ 55-64
☐ 65 and over

3. Education: Please check the highest education completed.

<input type="checkbox"/> 8th grade or less	<input type="checkbox"/> Post college work
<input type="checkbox"/> Some high school	<input type="checkbox"/> Graduate degree
<input type="checkbox"/> High school graduate	<input type="checkbox"/> Business or trade school,
<input type="checkbox"/> Some college	<input type="checkbox"/> Please specify _____
<input type="checkbox"/> College graduate	_____

4. Marital Status:

<input type="checkbox"/> Single, never married	<input type="checkbox"/> Divorced
<input type="checkbox"/> Married	<input type="checkbox"/> Widow

5. Yearly taxable income: (from all sources)

<input type="checkbox"/> Under \$8,000	<input type="checkbox"/> \$14,000 to \$15,999
<input type="checkbox"/> \$8,000 to \$9,999	<input type="checkbox"/> \$16,000 to \$17,000
<input type="checkbox"/> \$10,000 to \$11,999	<input type="checkbox"/> \$18,000 to \$19,000
<input type="checkbox"/> \$12,000 to \$13,999	<input type="checkbox"/> Over \$20,000

6. Are you employed? Yes ☐ No ☐

If yes - type of employment:

<input type="checkbox"/> Clerical	<input type="checkbox"/> Executive
<input type="checkbox"/> Household or public service	<input type="checkbox"/> Production
<input type="checkbox"/> Professional or technical	<input type="checkbox"/> Other, please list type of work _____

- 6a. How many hours do you work outside the home each week? Check the number of hours you work each week.
- | | |
|--------------------------------------|--|
| <input type="checkbox"/> None | <input type="checkbox"/> 21-30 hours |
| <input type="checkbox"/> 1-10 hours | <input type="checkbox"/> 31-40 hours |
| <input type="checkbox"/> 11-20 hours | <input type="checkbox"/> Over 40 hours |
- 6b. Are you retired? Yes ☐ No ☐
If "yes" from what type of work? _____
7. Do you participate in volunteer activities? Yes ☐ No ☐
If "yes" what type of activities? _____

8. Place of residence:
- | | |
|--|---|
| <input type="checkbox"/> On a farm | <input type="checkbox"/> In a town of 5,000 or less |
| <input type="checkbox"/> In the country, but not on a farm | <input type="checkbox"/> In a town of over 5,000 |
9. Do you own or rent your home:
- | | |
|--|-------|
| <input type="checkbox"/> Own | |
| <input type="checkbox"/> Rent | |
| <input type="checkbox"/> Other, please explain | _____ |
10. House: Type of dwelling:
- | | |
|--|---|
| <input type="checkbox"/> Mobile home | <input type="checkbox"/> Share home with another family |
| <input type="checkbox"/> Single family house | <input type="checkbox"/> Other, describe _____ |
| <input type="checkbox"/> Apartment, duplex | _____ |
11. Do you have children? Yes ☐ No ☐
If "yes" give the number in each age group:
- | | |
|---------------------------------------|--|
| <input type="checkbox"/> Under 1 year | <input type="checkbox"/> 12-14 years |
| <input type="checkbox"/> 1-5 years | <input type="checkbox"/> 15-19 years |
| <input type="checkbox"/> 6-11 years | <input type="checkbox"/> Over 20 years |
12. What are your living arrangements? Do you...(check one)
- | | |
|--|---|
| <input type="checkbox"/> Live alone | <input type="checkbox"/> Live with children |
| <input type="checkbox"/> Live with husband only | <input type="checkbox"/> Live with husband and children |
| <input type="checkbox"/> Live with other relatives | <input type="checkbox"/> Other, explain _____ |
| <input type="checkbox"/> Live with non-relatives | _____ |
13. How do you keep informed about what's happening in the world?
(Check one or more)
- | | |
|---|---|
| <input type="checkbox"/> Read newspaper | <input type="checkbox"/> Do not keep up with news |
| <input type="checkbox"/> Listen to radio | <input type="checkbox"/> Other (Explain _____) |
| <input type="checkbox"/> Watch television | _____ |
| <input type="checkbox"/> Read magazines | _____ |

14. How do you spend your leisure time? (Check as many as apply)

- | | |
|---|--|
| <input type="checkbox"/> Watching television | <input type="checkbox"/> Service club or organizations |
| <input type="checkbox"/> Socializing with friends | <input type="checkbox"/> Gardening or raising plants |
| <input type="checkbox"/> Reading | <input type="checkbox"/> Caring for younger or older |
| <input type="checkbox"/> Volunteer work | <input type="checkbox"/> members of the family |
| <input type="checkbox"/> Explain what you do | <input type="checkbox"/> Other, describe _____ |
| <input type="checkbox"/> Working part-time or full-time | |
| <input type="checkbox"/> Church activities | |
| <input type="checkbox"/> Education for self | |

15. In what form would you be most interested in receiving home economics information? Check all that apply.

- | | |
|--|--|
| <input type="checkbox"/> Short courses | <input type="checkbox"/> Newspaper articles |
| <input type="checkbox"/> Workshops | <input type="checkbox"/> Extension homemaker lessons |
| <input type="checkbox"/> Special interest meetings | <input type="checkbox"/> Study groups |
| <input type="checkbox"/> Newsletters | <input type="checkbox"/> Lunch 'N Learn (noon brown |
| <input type="checkbox"/> Radio program | <input type="checkbox"/> bag programs) |
| <input type="checkbox"/> Printed material (Fact | <input type="checkbox"/> Television |
| <input type="checkbox"/> sheets and bulletins) | <input type="checkbox"/> Talkback television classroom |
| <input type="checkbox"/> Tele-lecture | <input type="checkbox"/> activities |
| <input type="checkbox"/> Telephone conversation | <input type="checkbox"/> Tele-conference |
| <input type="checkbox"/> 800 toll-free telephone | <input type="checkbox"/> Video tape |
| <input type="checkbox"/> "Dial-a-Tip" | <input type="checkbox"/> Check out learning packages |
| <input type="checkbox"/> Home study lessons | <input type="checkbox"/> Public service announcements |
| <input type="checkbox"/> Special correspondence | <input type="checkbox"/> on radio and television |
| <input type="checkbox"/> Browsing educational | <input type="checkbox"/> Other, describe _____ |
| <input type="checkbox"/> materials available in | |
| <input type="checkbox"/> public place such as | |
| <input type="checkbox"/> waiting rooms, laundro- | |
| <input type="checkbox"/> mats, libraries, etc. | |

PROGRAM TOPICS

Please check in the columns on the right your levels of interest or need in learning about each of the following topics.

	Level of Interest				
	MUCH	SOME	NONE	DOES NOT APPLY	HAVE INFORMATION FROM ANOTHER SOURCE
1. The benefits of exercise					
2. Changing nutritional needs related to age.					
3. Learning about the aging process.					
4. Estate planning.					
5. Parenting and/or Grand-parenting.					
6. Developmental needs of older adults.					
7. Wills.					
8. Planning recreational activities I can do by myself.					
9. Planning recreation with my family and friends.					
10. Midlife changes (empty nest or midlife crises, etc.)					
11. How to deal with funerals.					
12. Learning about volunteer agencies where I can be of service to others.					
13. Organizing groups and activities for my age group.					
14. Coping with loss (death, divorce, etc.)					
15. Intergenerational concerns like taking care of older parents, etc.)					

VITA 2

Karla Jane Combs Stein

Candidate for the Degree of
Master of Science

Thesis: EXPRESSED PROGRAM NEEDS AND INTERESTS OF EXTENSION HOMEMAKERS
IN CANADIAN COUNTY

Major Field: Family Relations and Child Development

Biographical:

Personal Data: Born in Tulsa, Oklahoma, August 6, 1956, the daughter of Melvin C. and Mary Francis Combs. Married to Dan R. Stein on December 30, 1983.

Education: Graduated from John Marshall High School, Oklahoma City, Oklahoma, in May, 1974; received the Bachelor of Science in Home Economics degree with an emphasis in Home Economics and Community Service from Oklahoma State University, Stillwater, Oklahoma, in May, 1978; completed requirements for the Master of Science degree at Oklahoma State University, Stillwater, Oklahoma, in May, 1984.

Professional Experience: Extension Home Economist, Alfalfa County, Oklahoma Cooperative Extension Service, June, 1978 to August, 1981; Extension Home Economist, Canadian County, Oklahoma Cooperative Extension Service, August, 1981 to February, 1984; currently self-employed in agricultural pursuits with husband in Grant and Alfalfa County.

Professional Organizations: Phi Kappa Phi; Omicron Nu; Delta Kappa Pi.